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Research Article

COLLECTION EVALUATION IN THE FIELD OF ACCOUNTING USING THE CONSPECTUS METHOD AT THE LIBRARY OF THE FACULTY OF ECONOMICS AND BUSINESS, UNIVERSITAS LANCANG KUNING

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Abstract
The title of this study is the evaluation of accounting collections using the Conspectus method at the Faculty of Economics and Business Library, Lancang Kuning University. The purpose of this study is to determine the evaluation of collections by applying the Conspectus method at the Faculty of Economics and Business Library. This study uses a qualitative descriptive method. The population in this study is the entire accounting collection totaling 1288 titles and 2456 copies. The results of the evaluation of accounting collections using the conspectus method at the Faculty of Economics and Business library are (1) Distribution of class 657 (Accounting) with a value of 33.1% while the lowest value is in class 657.7 and 657.9 with a value of 1.31% (2) strengths and weaknesses of lecturers, librarians, and students that the levels given by the evaluator are at levels 1-3, namely the strengths are at level 3. In classification 657.3 and 657.6 and the weaknesses are at level 1 in classification 657 and 657.4. (3) chronological coverage of the last 5 years of publication in classification 657 is 2009-2013 at 39% and second place 2014-2018 at 28.9% and third place 2004-2009 at 12.5%. (4) language coverage has 6 language codes in class 657 selected non-English Languages (F), namely non-English literature materials available through selection are Indonesian in classifications 657.6, 657.7, 657.8, 657.9 and language code Y (One-Non English Language) for Indonesian and English literature in classifications 657, 657.1, 657.3, 657.4 and classification 657.2 no collection found.

Keywords: Accounting, Conspectus Method, Collection, Evaluation

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INTRODUCTION

Libraries are among the most vital institutional pillars of higher education. Law of the Republic of Indonesia Number 43 of 2007 on Libraries stipulates that a library is an institution that professionally manages collections of written, printed, and/or recorded works using standardized systems in order to meet the educational, research, preservation, informational, and recreational needs of its users. University libraries, as one specific type, are positioned within or affiliated with higher education institutions and are mandated to support the Tri Dharma Perguruan Tinggi, the three obligations of higher education comprising education, research, and community service, as regulated under Article 20, Paragraph 2 of the National Education System Law (UU Sisdiknas). In fulfilling this mandate, the university library functions as the academic heart of the institution, providing access to knowledge resources that enable scholarly activities to flourish. The quality and adequacy of library collections are therefore directly linked to the academic performance and research output of the institution as a whole. When collections fail to meet user needs, whether in terms of subject coverage, currency, or depth, the academic community is impeded from carrying out its intellectual work effectively. This problem is particularly acute in faculty-level libraries, which serve specialized academic programs with distinct informational requirements. A library that does not systematically evaluate and develop its collection risks becoming a resource repository that is nominally present but functionally insufficient. It is therefore not merely important but academically urgent to conduct empirical investigation into the state of library collections in higher education settings, particularly those serving professional disciplines such as accounting.

A number of previous studies have examined collection evaluation in Indonesian academic libraries, yet significant gaps remain.Misroni (2011) evaluated the collection in the field of guidance and counseling at the STAIN Curup library using the Conspectus method and found that the collection was rated between levels 1b and 2b, indicating a minimal to basic collection depth. While this study demonstrates the applicability of the Conspectus approach to subject-specific Indonesian library collections, it was conducted in the context of Islamic higher education and focused on a social-education discipline rather than business or accounting. Vitriana (2021)employed citation analysis to evaluate the availability of library materials at the Faculty of Law, Universitas Sriwijaya, revealing that journals (51.36%) constituted the most frequently cited type of literature, with overall availability levels for cited materials remaining low. Similarly, Putri dan Nelisa (2023) used citation analysis to evaluate collections in the field of informatics and electronics at Universitas Negeri Padang, emphasizing collection gaps but relying on citation-based rather than subject-strength methodology. Kurniawan (2023) assessed the utilization of digital library collections at UIN Sunan Kalijaga through citation analysis, finding that many students continued to rely on physical books despite the availability of digital resources. While these studies collectively demonstrate the importance of collection evaluation in Indonesian academic libraries, they predominantly employ citation analysis as the evaluative method and focus on disciplines outside economics and accounting. None have specifically applied the Conspectus method to evaluate accounting collections within a business faculty library at a regional university in Riau province.

The studies reviewed above offer methodological and contextual insights that inform and justify the present research. Citation analysis, as used by Vitriana (2022), Putri and Nelisa (2023), and Kurniawan (2023), is valuable for measuring actual collection usage relative to user needs as reflected in student theses and academic outputs. However, this approach does not provide a comprehensive picture of collection strength across an entire subject area — it reflects what users have cited rather than what a library ought to hold given the scope of its academic programs. The Conspectus method, by contrast, offers a structured and internationally recognized framework for evaluating the depth and breadth of collections across defined subject areas. Developed by the Research Libraries Group (RLG) in 1980, the Conspectus methodology assigns collecting level indicators to subject areas using standardized codes, enabling libraries to systematically identify collection strengths and weaknesses (IFLA, 2001). The study by Misroni (2021) demonstrates that this method is applicable to Indonesian academic libraries; however, its application has not yet been extended to the field of accounting — a subject area of high academic and professional relevance. The present study is therefore positioned at the intersection of these methodological and thematic gaps: it adopts the Conspectus framework, which provides depth-based subject evaluation, and applies it within the specific disciplinary context of accounting at the Library of the Faculty of Economics and Business, Universitas Lancang Kuning (UNILAK). This positioning distinguishes the current research from prior work that either used different methods or focused on different subject areas.

This study is motivated by the empirically observed underutilization of the accounting collection at the Library of the Faculty of Economics and Business, Universitas Lancang Kuning. Field observations revealed that the library holds 5,018 titles and 8,106 copies across all subjects; yet borrowing data for the most recent three-month period indicates a markedly low rate of use, with only 28 loans recorded in March, 6 in April, and 19 in May for accounting books specifically. Moreover, interviews with accounting students present at the library confirmed that the available accounting collection is perceived as insufficient to support their academic needs, with many students reporting that they purchase required books independently due to inadequate library holdings. These findings raise a critical question that this study seeks to answer: To what extent does the accounting collection at the Library of the Faculty of Economics and Business, Universitas Lancang Kuning meet the informational needs of its users, as assessed through the Conspectus method? The central argument of this study is that the low borrowing rate is not merely a reflection of low user motivation but is substantially attributable to collection inadequacy, specifically, a mismatch between the depth of the available accounting collection and the academic requirements of the programs it serves. By applying the Conspectus method, this research aims to produce a systematic, subject-level assessment of collection strength that can serve as an evidence-based foundation for collection development policy, procurement prioritization, and ultimately the enhancement of library services in support of the Tri Dharma Perguruan Tinggi at Universitas Lancang Kuning.

LITERATURE REVIEW

Evaluation Collection

According to the Kamus Besar Bahasa Indonesia (KBBI — the official Indonesian dictionary), evaluation is defined as assessment. In an academic context, defines evaluation as a process of determining the extent to which educational objectives have been achieved through the systematic activities of collecting, obtaining, and presenting relevant information(Suryadi, 2020). This definition implies that evaluation enables a distinction between outcomes that have met established standards and those that have not yet done so. Johnson & Christensen (2014) further describe evaluation as a systematic inquiry into the value or worth of an object, practice, or program, aimed at supporting decision-making. Evaluation thus functions as an essential feedback mechanism for educators and institutional managers: its outcomes can be used to refine, improve, and enhance ongoing activities and programs. Importantly, evaluation is not confined to the classroom; it applies broadly across various institutional contexts, including libraries. In the library context, regular and systematic evaluation is indispensable for ensuring that services and collections continue to align with the evolving needs of users and with the standards set by governing bodies. Failure to evaluate systematically may result in resource misallocation, outdated collections, and diminished service quality all of which directly undermine the effectiveness of the library as a knowledge institution.

Libraries are educational institutions for society that provide various forms of information, knowledge, technology, and culture as learning resources aimed at improving the knowledge base of all segments of the community (Hussain, 2023). The collections held within a library must be capable of meeting users' information needs and supporting the development of human resources. If these informational needs are not adequately met, users risk falling behind in accessing knowledge relevant to their academic or professional pursuits. It is therefore imperative to regularly conduct collection evaluation to assess the degree to which library holdings are responsive to user needs. According to Saponaro & Evans (2019), The size and scope of a university library's collection are determined by multiple interrelated factors, including the number of academic programs, the number of courses offered across different levels (general, specialized, and advanced), the level of higher education institution (college, polytechnic, institute, or university), as well as research activities and the number of required textbooks per course. Consequently, library collections should not be limited to merely satisfying curricular requirements; they must also provide room for users to develop themselves in accordance with their personal interests, intellectual aspirations, and professional goals.

Evaluation constitutes one of the most critical components in the collection development process. According to Iswanto (2017) collection evaluation is the activity of assessing a library's collection from the perspectives of both its availability for users and its actual utilization by users. The primary function of evaluation in this context is to generate meaningful information for decision-makers, enabling them to formulate evidence-based policies grounded in evaluation findings. Collection evaluation must be conducted on a regular and systematic basis in order to remain responsive to the changes and developments occurring in the academic programs of the higher education institution it serves. Rubin & Janes (2016)emphasizes that collection evaluation serves a dual purpose: it informs both internal collection management decisions and cooperative activities such as resource sharing and interlibrary lending. Taken together, these perspectives affirm that evaluation is not merely a technical library activity but a strategic and institutional imperative.

Based on the definitions presented above, it can be concluded that evaluation is a critically important activity in the assessment of the collection development process. It enables libraries to appraise both the quality and quantity of their holdings in relation to their ability to satisfy the information needs of library users. Without systematic evaluation, libraries cannot reliably determine whether their collections are performing their intended educational and informational functions nor can they identify where improvements are most urgently needed.

Metode Conspectus

Collection evaluation using the Conspectus method is an approach to collection measurement based on collection strength indicators arranged on a Conspectus scale of 0 to 5. These indicators are described in detail and serve as a standardized guide for evaluating library collections across defined subject areas. The Research Libraries Group (RLG), as cited by Munawwarah, pioneered the concept and infrastructure of Conspectus-based collection evaluation in the early 1980s as a means of assessing library collections. The RLG Conspectus is organized according to divisions, subject categories, and subject groups. In 1983, the Association of Research Libraries (ARL) adopted the Conspectus within the North American Collections Inventory Project, in which 100 ARL member libraries applied it to analyze their respective collections. The Conspectus has since been recognized internationally as a flexible and systematic tool for both single-library assessment and cooperative collection development (IFLA, 2001). Its structured, standardized approach makes it particularly well-suited for identifying subject-level strengths and weaknesses in academic library collections.

The Western Library Network (WLN) Collection Assessment Manual, 4th Edition, provides more specific explanations of the characteristics and elements of the Conspectus, as detailed below:

Structure

The structure of the Conspectus is arranged hierarchically, progressing from broad divisional groupings to increasingly specific subject classifications. Libraries may adopt one or all levels of this hierarchy depending on the scope of their assessment. The structure of the Conspectus consists of the following three levels:

1. Division: This is the broadest level in the Conspectus hierarchy. In the WLN Conspectus, divisions are not arranged according to a specific classification scheme, allowing flexibility in application.
2. Category: This level represents a further subdivision of each division, with approximately 500 categories identified based on the Library of Congress (LC) or Dewey classification schemes.
3. Subject: This is the most specific level of the hierarchy, comprising approximately 4,000 subjects that provide detailed granularity for subject-level collection assessment

Standard Codes

Numerical assessment using indicators on a scale of 0 to 5 is employed, where each level represents a standard code describing the type of academic or research activity that a given collection level can support. The Conspectus employs three types of standard codes:

1. Acquisition Commitment (AC): Describes the level of current collection growth and the library's commitment to adding materials in a given subject area.
2. Collection Goal (CG): Identifies both actual informational needs and anticipated future needs based on the library's mission, academic programs, and user population.
3. Current Collection Level (CL): Describes the relative strength of the existing collection within a given subject area. CL assessment characterizes the library's resources comprehensively. Collection levels range from 0 to 5 as described in Table 1 below.

Code	Level	Description
0	*Out of Scope*	The library does not, has not, and does not intend to collect literature on this subject, as it is considered irrelevant to user needs or falls outside the scope of the parent institution
1	*Minimal Level*	The collection consists of major foundational works in a given field. Materials are reviewed periodically for currency; older editions are routinely withdrawn
1a	*Minimal Level Unevent Coverage*	The library holds only a limited selection of major works and does not demonstrate systematic subject coverage.
1b	*Minimal level Event Coverage*	The library holds a small number of core works on a subject, written by leading authors, with a collection scope that is broadly representative of the subject.
2	*Basic Information Level*	The library maintains a selective collection to introduce and define a discipline or subject, including: dictionaries/encyclopedias, access to bibliographic databases, selected key works, important historical studies, handbooks, and major scholarly journals in the discipline.
2a	*Basic Information, Level Introductory*	Emphasis is placed on providing core literature to define a subject, including: textbooks, historical overviews of a subject's development, general works on major topics (with tables, diagrams, and illustrations), and selected scholarly journals.
2b	*Basic Information Level, Advanced*	Literature is provided to support the gathering of basic information on a specific topic with broader and deeper coverage, in the form of: textbooks, historical studies and reference materials related to specific topics, and selectively chosen scholarly journals. Supports undergraduate coursework and general university information needs.
3	*Study/Instructional*	Emphasis is on collecting literature that broadly supports an

Code	Level	Description
	Support Level	academic discipline, encompassing a wide range of major works in various formats, retrospective materials of classic value, comprehensive works by significant authors, selected secondary works, thematically selected journals, CD-ROM access, and primary databases and bibliographic reference materials.
3a	*Study or Instructional Support Level, Introdutory*	Provides resources to sustain a branch of knowledge within a discipline, including major works in various formats, classical retrospective documents, major disciplinary journals, CD-ROM databases, and informative bibliographic reference documents. Supports undergraduate programs and independent study, but not graduate-level programs.
3b	*Study or Instructional Support Level, Advanced*	The collection covers literature sufficient for maintaining a discipline, including major primary and secondary journals, significant retrospective literature, foundational works for in-depth research, CD-ROM database access, and primary bibliographic source materials. Adequate for both undergraduate and master's level programs.
4	*Research Level*	The library collects unpublished literature such as research findings, theses, and dissertations, as well as research reports, new discoveries, experimental results, and critical information for research purposes. Also includes key reference works, selected monographs, and a broader range of scholarly reviews. Older materials are retained for historical study. Designed to support doctoral programs and fundamental research.
5	*Comprehensive Level*	The collection encompasses all materials available at previous levels, available in a wider variety of formats and languages.

Source: WLN Collection Assesment Manual 4 Edition(Powell & Bushing, 1992)

Language Coverage

Language coverage is closely related to collection level. The representation of materials in English and other languages constitutes an important dimension in describing the intensity of collection development. Language coverage codes are presented in Table 2 below:

Table 2. Language Coverage Indicators

Code	Type	Description
E	*English*	English-language materials dominate the collection; materials in other languages are scarce or absent
F	*Selected non-English Languages*	Non-English materials are selectively available to complement English-language holdings.
W	*Wide Selection Language*	A broad selection of materials in multiple languages is available, with no policy restricting collection development by language.
Y	*One-Non English Language*	The collection is dominated by a single non-English language.

Source : WLN Collection Assesment Manual 4 Edition (Powell & Bushing, 1992)

Evaluator

The evaluator component serves as a complement to the numerical assessment of collections. It provides a description of particular collection strengths, or alternatively, a determination of the Conspectus level, which can be conducted by evaluators from either inside the library (inside evaluator) or from outside the library (outside evaluator). The involvement of both internal and external evaluators enhances the reliability and validity of the Conspectus assessment process, as each type of evaluator brings distinct advantages: internal evaluators possess institutional knowledge, while external evaluators provide objective, comparative perspectives (Weston, 2016).

University Library

A university library is a library that functions as an academic resource facility designed to meet the information needs of the academic community. According to Saleh (2014), a university library constitutes an integral part of the higher education institution it serves — whether that institution is a university, college, or academy. In accordance with Law Number 43 of 2007, Article 24, on Libraries, university libraries are mandated to maintain collections that are adequate to support teaching and learning, research, and community service activities — the three pillars of the Tri Dharma Perguruan Tinggi. This mandate positions the university library as a central and indispensable component of higher education, not merely a peripheral support unit. As Jayanti & Arista (2019)) observes, the role of the library is dominant in fostering the intellectual development of students as prospective graduates and in supporting the professional competence of lecturers in fulfilling the obligations of the Tri Dharma. The university library, in this light, functions as the academic heart of the institution.

The primary objective of a university library is to support the academic performance of the higher education institution by providing access to the scientific and scholarly information resources required for its programs. The library is also committed to continuously serving its users particularly students, throughout the duration of their studies. To fulfill these objectives, the university library must execute its functions effectively and in alignment with national and institutional standards. Evans and Saponaro (2019) note that the quality of a university library's collections and services is a direct reflection of the institution's commitment to academic excellence. A well-functioning university library does not merely preserve and provide access to existing knowledge; it actively enables the generation of new knowledge through research support, information literacy programming, and responsive collection development

The National Library of Indonesia (Perpustakaan Nasional RI, 2021) stipulates that universities establishing libraries must fulfill certain legal requirements in the form of a Charter or Decree (Statuta/SK) of Library Establishment. The establishment of a university library is permitted only when the following minimum criteria have been satisfied:

1. The library holds a collection of at least 2,500 titles;
2. The library employs a minimum of five library staff, comprising one library head, two qualified librarians, one library technical staff, and one library administrative staff;
3. The library occupies a dedicated room, building, or physical space clearly separated from other institutional activities, with a minimum floor area calculated at 0.4 m² multiplied by the total number of enrolled students, situated in a strategic, accessible, and recognizable location, and designed to be architecturally sound, aesthetically pleasing, and comfortable for users;
4. The library is equipped with at least one set each of: work furniture, library storage furniture, multimedia equipment, and other essential library equipment meeting applicable standards;
5. The library receives a regular and dedicated source of funding derived from the National Budget (APBN), Regional Budget (APBD), foundation funds, or other sources in accordance with applicable regulations.

University libraries that are already operational but have not yet obtained an official Charter or Decree of Establishment are encouraged to submit a formal application for establishment to their respective rector, chairperson, director, head, or foundation leadership.

The legal formalization of a university library ensures institutional accountability, supports eligibility for national accreditation, and strengthens the library's capacity to advocate for adequate resources in fulfillment of its academic mandate (Perpustakaan Nasional RI, 2021).

RESEARCH METHOD

Research Design

This study employs a descriptive quantitative research design, which is used to portray events and phenomena through existing empirical data. According to Sugiyono (2018), descriptive research aims to describe, explain, and present a systematic, factual, and accurate picture of the facts, characteristics, and relationships between the phenomena under investigation. This approach is commonly applied in Library and Information Science (LIS) research to assess and describe the state of library collections, services, and user behavior in an objective and measurable manner (Pandey, Madhusudhan, & Singh, 2023). In this study, the descriptive quantitative approach is applied to implement collection evaluation using the Conspectus method, in which the evaluator constitutes the primary reference point for assessing collection levels. The Conspectus method enables systematic, subject-level evaluation of library collections by assigning standardized numerical indicators (levels 0–5) to defined subject areas, thereby producing a structured and comparable picture of collection strength and adequacy (IFLA, 2001).

Research Object and Subject

The object of this research is the accounting book collection and the application of the Conspectus method at the Library of the Faculty of Economics and Business, Universitas Lancang Kuning (UNILAK). The subject of this research consists of ten (10) informants who were selected purposively to represent the three key stakeholder groups most directly concerned with the accounting collection: lecturers, librarians, and accounting students. Purposive sampling was employed to ensure that informants possessed relevant knowledge, experience, or direct engagement with the accounting collection, thereby maximizing the quality and relevance of the data obtained (Creswell & Creswell, 2018).

Data Collection Techniques

In order to obtain concrete and reliable data, the researcher employed four data collection techniques, as follows:

1. Observation: Observation is a relatively straightforward data collection method that involves the direct examination of phenomena in their natural setting. Its application is substantially influenced by the researcher's focus and theoretical perspective. In this study, observation was conducted at the Library of the Faculty of Economics and Business to gather first-hand information about the state of the accounting collection, including its physical arrangement, classification system, and overall condition (Sugiyono, 2018).
2. Interview: The interview is a data collection technique used to identify and explore the problems being investigated. According to Sugiyono (2016), interviews may be conducted in a structured, semi-structured, or unstructured manner depending on the depth of information required. In this study, structured interviews were conducted with all ten informants — comprising lecturers, librarians, and students — to obtain their evaluative assessments of the accounting collection using the Conspectus scale. Creswell and Creswell (2018) note that interviews with multiple informants from distinct stakeholder groups strengthen the credibility of qualitative and mixed-methods evaluations.
3. Documentation: Documentation is a method used to obtain data and information in the form of books, archival records, documents, numerical data, and visual materials such as reports and supporting records (Sugiyono, 2018). In this study, documentation was employed to gather collection inventory data, classification records, and borrowing statistics from the library's administrative database, which served as the primary quantitative basis for the collection analysis.

4. Evaluator Assessment: In Conspectus-scale research, an evaluator is required to determine the collection level indicators and language coverage codes for each subject area being assessed. The evaluator assesses the collection based on direct examination, combined with input from the informants through the Conspectus worksheet. Both inside evaluators (library staff with subject knowledge) and outside evaluators (lecturers and students with subject expertise) were involved, consistent with WLN Conspectus guidelines (Western Library Network, 1992).

Research Variables

The research variable for this study is presented in Table 4 below:

Table 4. Research Variables

Variable	Indicators
Application of the Conspectus Method	1. Percentage Distribution 2. Strength and Weakness Analysis 3. Chronological Coverage 4. Language Analysis

Sumber : WLN (Western Library Network) Collection Assesment Manual 4 Edition 1992, dalam Dewi, 2019

Population

According to Sugiyono (2013), population is defined as a generalization area consisting of objects or subjects with certain qualities and characteristics that are determined by the researcher for the purpose of study. In this research, the population comprises the accounting book collection at the Library of the Faculty of Economics and Business, Universitas Lancang Kuning, based on Dewey Decimal Classification (DDC) classes 657.1 through 657.9, with a total of 1,288 titles. This is consistent with standard practice in Conspectus-based collection evaluation studies, where the defined population corresponds to a specific LC or Dewey subject class relevant to the academic program under review (IFLA, 2001).

Sample

Sugiyono (2013) defines a sample as a portion of the total population that shares the characteristics of the population from which it is drawn. The sample used in this study consists of 305 book titles in the field of accounting, selected from DDC classes 657.1 through 657.9. The sample was drawn using systematic random sampling to ensure proportional representation across all sub-classes within the accounting classification range, thereby producing a dataset that is both manageable and statistically representative of the broader population (Sugiyono, 2018).

Data Analysis

According to Sugiyono (2018), data analysis is the process of mapping, decomposing, calculating, and examining collected data in order to answer research questions and draw conclusions. All data collected through observation, evaluator assessment, and library documentation were processed and analyzed using a descriptive quantitative method. The quantitative data analysis process consists of the following four stages:

1. **Percentage Distribution**

   The collected data were analyzed to calculate the percentage proportion of each subject sub-class within the total accounting collection sample, using a basic statistical percentage formula. This enabled the researcher to identify which areas of the accounting collection are most densely or sparsely represented, providing the empirical foundation for the Conspectus level assessment (Misroni, 2021).

2. **Strength and Weakness Analysis**

   The strengths and weaknesses of the collection were assessed by the evaluators based on the results of the percentage distribution analysis. The evaluators — comprising lecturers, librarians, and students — assigned collection level scores on the Conspectus scale of 0 to 5 using a structured Conspectus worksheet. These scores reflect both the current collection level (CL) and the desired collection goal (CG), enabling a systematic identification of subject areas where the collection meets, falls short of, or exceeds institutional information needs (Western Library Network, 1992).

3. Chronological Coverage

Chronological coverage refers to the publication year distribution of the accounting collection, analyzed through percentage calculation. The researcher assessed the accounting book collection based on a chronological survey covering the period from 2021 to 2023 as a comparison benchmark for determining the currency of the accounting collection held by the Library of the Faculty of Economics and Business, Universitas Lancang Kuning. Collection currency is a key indicator of relevance in subject-based collection evaluation, particularly in a dynamic field such as accounting where regulatory frameworks, standards, and practices evolve rapidly (Evans & Saponaro, 2019).

4. Language Analysis

Language analysis represents the evaluator's assessment of the dominant language of the accounting collection at the Library of the Faculty of Economics and Business. The results of the evaluation are then expressed in the numeric language code categories of the Conspectus method — specifically, the four language coverage codes: E (English), F (Selected Non-English Languages), W (Wide Selection of Languages), and Y (One Non-English Language) — in accordance with the WLN Conspectus Manual (Western Library Network, 1992).

RESULTS

This research was conducted through direct observation at the Library of the Faculty of Economics and Business, Universitas Lancang Kuning, followed by structured interviews with ten informants comprising lecturers, librarians, and accounting students. Subsequently, the researcher distributed Conspectus evaluation worksheets to the informants to assess the accounting collection based on the Conspectus method. The library applies the Dewey Decimal Classification (DDC) system, which consists of four elements: systematic arrangement, notation, relative index, and auxiliary tables. Accordingly, the researcher aligned the collection data with the accounting classification at DDC class 657, with a sample of 305 titles distributed across sub-classes 657 through 657.9, as presented in Table 5 below.

Table 5. Classification Distribution of the Accounting Collection

No.	Classification Number	Subject	Number of Titles	Percentage (%)	Remarks
1	657	Accounting	107	35,1%	Low
2	657.1	Constructive Accounting	9	2,96%	Very Low
3	657.2	Bookkeeping	-	-	—
4	657.3	Financial Reporting (Financial Statements)	52	17,04%	Very Low
5	657.4	Special Fields of Accounting: Government, Cost Accounting, Auditing, Tax Accounting, Analytical Accounting	72	23,60%	Low
6	657.6	Types of Accounting: Government Accounting, Private Accounting	45	14,75%	Very Low
7	657.7	Accounting for Specific Business Phases	4	1,31%	Very Low
8	657.8	Accounting for Specific Institutions: Hospitals,	12	3,93%	Very Low

No.	Classification Number	Subject	Number of Titles	Percentage (%)	Remarks
		Educational Institutions, Central and Regional Government, Military Accounting, Insurance, Hotels, etc.			
9	657.9	Accounting for Specific Types of Organizations: Small Businesses, Cooperatives, Foundation Cooperatives	4	1,31%	Very Low
		Total	305	100	

Sumber: Data Diolah Pada Bulan Juli 2024

Based on the table above, the collection under DDC class 657 (Accounting) holds the highest proportion of titles at 35.08%, while the lowest proportions are recorded in classes 657.7 and 657.9, each at 1.31%. Although the number of copies within the general accounting subject (657) is relatively substantial, the collection does not adequately meet the diverse informational needs of accounting students, many of whom report purchasing required textbooks independently due to insufficient library holdings.

Strength and Weakness Analysis

In this phase of the research, the total number of books in DDC class 657 (Accounting), distributed across a sample of 305 titles, was calculated and assessed in accordance with the Conspectus method. Evaluators — comprising lecturers, librarians, and students — assessed the collection by completing Conspectus worksheets on a scale of 0 to 5. The results of the evaluator assessments, integrated with the researcher's own observations, are presented in Table 6 below.

Table 6. Results of Evaluator Assessment and Researcher Observation for DDC Class 657

No.	Classification Number	Subject	Sample Size	Evaluation Result (Current Level)	Expected Collection Level
1	657	Accounting	107	1	3
2	657.1	Constructive Accounting	9	1	3
3	657.2	Bookkeeping	-	-	-
4	657.3	Financial Reporting (Financial Statements)	52	1	3
5	657.4	Special Fields of Accounting: Cost Accounting, Auditing, Tax, and Analytical Accounting	72	1	3
6	657.6	Types of Accounting: Government Accounting, Private Accounting	45	2a	3
7	657.7	Accounting for Specific Business Phases	4	2a	3
8	657.8	Accounting for Specific Institutions: Hospitals, Educational Institutions, Central and Regional Government, Military Accounting, Insurance,	12	1	3

No.	Classification Number	Subject	Sample Size	Evaluation Result (Current Level)	Expected Collection Level
		Hotels, etc.			
9	657.9	Accounting for Specific Types of Organizations: Small Businesses, Cooperatives, Foundation Cooperatives	4	1a	3
		Jumlah	305	1	3

Source: Data Processed, August 2024

Based on the table above, it can be concluded that the accounting collection at the library does not demonstrate significant collection strength, as evaluation scores consistently fall at levels 1, 1a, and 2a. Level 1 indicates a minimal collection consisting only of foundational or core works in a subject, while level 2a represents a basic introductory information level. The overall evaluation result of level 1 against an expected collection goal of level 3 (Study/Instructional Support Level) reveals a substantial gap between the current state of the collection and the depth required to adequately support undergraduate accounting instruction. This finding is consistent with Evans and Saponaro's (2019) observation that an instructional support-level collection (level 3) should encompass a broad range of major works in various formats, retrospective classic materials, selected secondary literature, and thematically relevant journals. These results indicate that the library urgently needs to expand its accounting holdings and significantly increase its collection acquisition efforts across all sub-classes of DDC 657.

Chronological Coverage

The chronological coverage of the accounting collection at the Library of the Faculty of Economics and Business, Universitas Lancang Kuning, is presented in Table 7 below.

Table 6. Year of Publication

No.	Publication Year	Number of Titles	Percentage (%)
1	< 1993	12	3,9
2	1994-1998	15	4,9
3	1999-2003	32	10,5
4	2004-2008	38	12,5
5	2009-2013	119	39
6	2014-2018	88	28,9
7	Tidak ada tahun	1	0,3
	Total	305	100

Source: Data Processed, August 2024

Based on the data in Table 7, and with reference to the WLN Collection Assessment Manual (1992), the currency of the accounting collection in DDC class 657 reaches only approximately 10% of the total collection when considering materials published within the most recent five-year period. The distribution of publication years shows that the period 2009–2013 dominates at 39%, followed by 2014–2018 at 28.9%, and 2004–2008 at 12.5%. Titles published before 1993 account for 3.9% of the sample. These findings indicate that the accounting collection at the Library of the Faculty of Economics and Business, Universitas Lancang Kuning, has not yet attained currency status. This is a significant concern in the field of accounting, where standards, regulations, and practices change frequently. Evans and Saponaro (2019) emphasize that collection currency the proportion of recent materials is a critical dimension of academic library quality, particularly for professional disciplines that depend on up-to-date regulatory and procedural knowledge. The predominance of older materials in this collection may limit students' and researchers' access to current accounting standards and contemporary scholarly discourse.

Language Coverage

The literature in the accounting collection at the Library of the Faculty of Economics and Business, Universitas Lancang Kuning, is predominantly in the Indonesian language. Only a very small number of titles, specifically 1 out of 305 titles, are available in a language other than Indonesian (i.e., English). The language coverage analysis results are presented in Table 8 below.

Table 8. Language Coverage of the Accounting Collection

No.	Classification Number	Code	Level	Description
1	657	Y	One-Non English Language	Collection is dominated by one language other than English (Indonesian).
2	657.1	Y	One-Non English Language	Collection is dominated by one language other than English (Indonesian).
3	657.2	-	-	—
4	657.3	Y	One-Non English Language	Collection is dominated by one language other than English (Indonesian).
5	657.4	Y	One-Non English Languages	Collection is dominated by one language other than English (Indonesian). Non-English materials are selectively available to complement English-language holdings.
6	657.6	F	Selected Non-English Languages	Non-English (Indonesian) materials are selectively available to complement English-language holdings.
7	657.7	F	Selected Non-English Languages	Non-English (Indonesian) materials are selectively available to complement English-language holdings.
8	657.8	F	Selected Non-English Languages	Non-English (Indonesian) materials are selectively available to complement English-language holdings.
9	657.9	F	Selected Non-English Languages	Non-English (Indonesian) materials are selectively available to complement English-language holdings.

Source: Data Processed, August 2024

Based on Table 8, the classification 657 (Accounting) demonstrates that non-English literatureprimarily in Indonesian overwhelmingly dominates the collection. For classifications 657.6, 657.7, 657.8, and 657.9, the language coverage code is F (Selected Non-English Languages), indicating that Indonesian-language materials are selectively available to complement limited English holdings. For classifications 657, 657.1, 657.3, and 657.4, the language coverage code is Y (One Non-English Language), reflecting the dominance of Indonesian as the sole or nearly exclusive language of the collection specifically: 93% Indonesian for class 657, 99% for classes 657.1 and 657.3, and 92% for class 657.4.

Based on interview data gathered from lecturers, librarians, and students, it is confirmed that Indonesian-language materials substantially dominate the accounting collection at the Library of the Faculty of Economics and Business. This is attributed to two converging factors: the library's historically greater procurement of Indonesian-language titles, and the stronger demand among users for Indonesian-language materials relative to English-language resources. While the predominance of Indonesian-language materials reflects local user preferences, it also presents a potential limitation for graduate-level academic work and research that increasingly requires engagement with international literature in English a concern that warrants attention in future collection development policy.

DISCUSSION

The findings of this study reveal a set of critical and interrelated deficiencies in the accounting collection at the Library of the Faculty of Economics and Business, Universitas Lancang Kuning, across three primary dimensions: collection depth (as measured by the Conspectus level), chronological currency, and language diversity. Taken together, these findings paint a consistent picture of a collection that remains at minimal to basic informationlevel, substantially below what is required to support undergraduate accounting instruction and, more broadly, the Tri Dharma Perguruan Tinggi mandate of the institution. The following discussion situates these findings within the broader scholarly literature on collection evaluation and academic library development, draws comparisons with analogous studies conducted in similar institutional contexts, and proposes evidence-based directions for collection development policy.

Discussion of Collection Depth: Conspectus Level Assessment

The most significant finding of this study is that the overall accounting collection at the Library of the Faculty of Economics and Business, UNILAK, was assessed at Conspectus level 1 (Minimal Level) across the majority of subject sub-classes, with only two sub-classes (657.6 and 657.7) reaching level 2a (Basic Information Level, Introductory). The expected collection goal, as determined by evaluators comprising lecturers, librarians, and students, is level 3 (Study/Instructional Support Level) a level that would adequately support undergraduate academic programs in accounting. This gap of two full levels between current performance and expected need is academically significant and operationally consequential.

This result is consistent with findings reported by (Misroni, 2011), whose Conspectus-based evaluation of the guidance and counseling collection at the STAIN Curup library found that the overall collection scored between levels 1b and 2b, a minimal to basic range that likewise fell below the level required for full instructional support. Misroni concluded that the library needed to substantially increase the number of titles in targeted subject areas to progress toward a study-support level collection. The present study reaches an analogous conclusion in the context of accounting at a regional business faculty library. Similarly, Wulansari (2015), in her Conspectus-based evaluation of library collections at STAIN Curup, found that most subject areas were concentrated in the minimal-to-basic range and recommended systematic procurement policies as the primary corrective measure.

The finding that sub-classes 657.7 (Accounting for Specific Business Phases) and 657.6 (Types of Accounting: Government and Private) reached level 2a, while holding only 4 and 45 titles respectively, underscores an important nuance in Conspectus evaluation: level assignment reflects not only quantity but the representativeness and breadth of coverage within a subject area. Western Library Network (1992) explicitly emphasizes that level 2a collections must include foundational textbooks, selected scholarly journals, and historical overviews that define a subject. The modest improvement in these sub-classes is therefore more attributable to the relative breadth of thematic coverage than to absolute title counts. This suggests that collection development should focus not merely on increasing volumes, but on strategically selecting materials that represent the full intellectual scope of each accounting sub-discipline.

From a comparative international perspective, a Conspectus evaluation of arts book collections by Kwok (2012), cited in Murray et al. (2019), found that many smaller academic libraries score below level 2 in specialized subject areas, a pattern that appears to reflect a structural challenge in under-resourced institutional libraries rather than a failure specific to any single institution. This contextual observation is important: the low Conspectus levels found in this study are not an isolated anomaly but reflect a systemic pattern in academic libraries that have not implemented regular, evidence-based collection development policies aligned with the Conspectus framework (Schmidt, 2016). The Conspectus methodology itself was designed precisely to reveal such gaps systematically, enabling institutions to transition from reactive acquisitions purchasing only when a need is expressed to proactive, strategy-driven collection building (IFLA, 2001).

The low circulation rates observed prior to this study 28 loans in March, 6 in April, and 19 in May for accounting titles are, in the light of these Conspectus findings, more interpretable as a consequence of collection inadequacy than as evidence of low user demand. This interpretation is consistent with Evans and Saponaro's (2019) analysis of the relationship between collection adequacy and use: when collections fail to contain the specific titles that students and faculty require, users shift to alternative acquisition strategies, primarily purchasing books independently rather than consulting the library. Interview data from the ten informants in this study confirm this pattern: accounting students frequently reported purchasing required textbooks out of pocket due to insufficient library holdings. This finding is supported by (Oktavia, 2019), whose comparative study of collection development at Indonesian university libraries found that inadequate collection policies directly contributed to low library utilization and increased student expenditures on personal book acquisition.

Discussion of Chronological Coverage and Collection Currency

The chronological analysis of the accounting collection reveals that titles published within the most recent five-year period (at the time of data collection) constitute only approximately 10% of the total sample of 305 titles a proportion that falls significantly below what the WLN Collection Assessment Manual (1992) considers indicative of a current collection. The dominant publication period is 2009–2013, which accounts for 39% of the collection, followed by 2014–2018 at 28.9%. Together, these two periods account for nearly 68% of all holdings, with a further 21.8% published before 2004. This distribution indicates a collection that has experienced minimal active procurement in recent years and has undergone little if any systematic weeding of obsolete materials.

The implications of this finding are particularly acute in the context of accounting, which is a discipline characterized by rapid and continuous change in standards, regulations, and professional practices. The adoption of new accounting standards such as the ongoing convergence of Indonesian Financial Accounting Standards (SAK) with International Financial Reporting Standards (IFRS) means that textbooks and reference works from the 2009–2013 period may contain outdated normative frameworks that are no longer applicable in professional practice or aligned with current examination curricula (Giri, 2008). Evans and Saponaro (2019) specifically note that collection currency is among the most critical indicators of academic library quality in professional disciplines, as older materials may not only be less useful but actively misleading when regulatory environments have changed significantly.

This finding parallels the results reported by Kurniawan (2023) in his citation analysis of thesis references at UIN Sunan Kalijaga, which found that students frequently cited materials published more than a decade prior a pattern Kurniawan attributed partly to the relative scarcity of recent materials in the library's physical collection. Similarly, in the citation analysis conducted by Vitriana and colleagues (2022) at the Faculty of Law, Universitas Sriwijaya, overall material availability was found to be low, with students relying disproportionately on older publications because newer, more relevant materials were absent from the collection. The chronological pattern in the present study is consistent with these findings across disciplines and institutions, suggesting that collection currency is a pervasive challenge in Indonesian academic libraries rather than a context-specific problem.

It is important to note that not all older materials should be interpreted as inadequate: classic foundational texts in accounting, such as seminal works in financial reporting theory or management accounting retain scholarly and pedagogical value across decades. However, within the Conspectus framework, chronological currency is evaluated relative to the needs of the user community, and the finding that recent materials (post-2018) represent only 10% of holdings must be read against the backdrop of an active undergraduate accounting program whose curriculum references contemporary standards and current-edition textbooks. The library therefore requires a systematic weeding program to withdraw or archive obsolete materials, combined with a prioritized procurement plan targeting recent editions of core accounting texts across all sub-classes of DDC 657 (IFLA, 2001).

Discussion of Language Coverage

The language analysis results indicate that the accounting collection is overwhelmingly dominated by Indonesian-language materials. Classifications 657, 657.1, 657.3, and 657.4 carry the language code Y (One Non-English Language), with Indonesian comprising between 92% and 99% of titles across these sub-classes. The remaining sub-classes (657.6, 657.7, 657.8, and 657.9) carry code F (Selected Non-English Languages), indicating that a small proportion of English-language materials is present but not dominant. Only one English-language title was identified across the full sample of 305 books a proportion of less than 0.4%.

The predominance of Indonesian-language materials is, to a degree, institutionally appropriate. For the majority of undergraduate accounting students in Indonesia, Indonesian-language textbooks provide the most accessible and effective means of engaging with course content. This aligns with the position of the WLN Collection Assessment Manual (1992) that language coverage should be assessed relative to the informational needs and linguistic competencies of the user community, not against an absolute preference for English-language materials. In this respect, the Y and F codes appropriately reflect the library's service context. Interview data from informants also confirmed that the demand for Indonesian-language materials substantially outweighs demand for English-language texts among current users.

However, the virtual absence of English-language materials represents a meaningful limitation for advanced academic and research activities. International accounting standards, including IFRS, International Standards on Auditing (ISA), and globally influential management accounting frameworks are primarily documented and discussed in English-language scholarship. Graduate students, thesis writers engaging with international literature, and faculty conducting research are significantly constrained by a collection that provides virtually no access to English-language primary or secondary sources in accounting. This observation echoes the findings of Putri and Nelisa (2023), who noted in their citation analysis of informatics and electronics theses at Universitas Negeri Padang that the dominance of Indonesian-language holdings limited students' exposure to international scholarly discourse a limitation that may have downstream effects on the quality and scope of academic research outputs.

A balanced collection development policy should therefore aim to gradually increase the proportion of English-language materials particularly in the form of key international textbooks, foundational references, and major accounting journals, while maintaining the strong Indonesian-language foundation that supports undergraduate coursework. Evans and Saponaro (2019) recommend that university libraries serving professional programs maintain at least a basic representation of internationally recognized literature in the dominant language of the discipline, even when user demand for such materials is currently low, as this positions the collection to support future research growth and institutional accreditation requirements.

Implications for Collection Development Policy

Collectively, the three dimensions of this evaluation, Conspectus level, chronological currency, and language coverage; converge on a single overarching conclusion: the accounting collection at the Library of the Faculty of Economics and Business, UNILAK, requires urgent and systematic development across all sub-classes of DDC 657. The gap between current collection level (predominantly level 1) and the desired collection goal (level 3) represents a structural deficit that cannot be addressed through incremental or unsystematic procurement.

What is needed is a formalized collection development policy grounded in the Conspectus framework, with explicit, measurable targets for each sub-class and a multi-year acquisition plan aligned with the curriculum requirements of the accounting program (IFLA, 2001; Schmidt, 2016)

Several practical recommendations emerge from these findings. First, the library should prioritize the acquisition of recent, current-edition textbooks in the highest-demand sub-classes particularly DDC 657 (General Accounting), 657.3 (Financial Reporting), and 657.4 (Special Fields including Auditing, Tax, and Cost Accounting) to raise the Conspectus level of these areas from 1 to at least 2b or 3a. Second, a systematic weeding program should be implemented to identify and withdraw or archive materials published before 1993 that no longer reflect current accounting standards and practices, thereby improving the currency profile of the active collection. Third, a modest but deliberate increase in English-language acquisitions particularly internationally recognized accounting textbooks and key reference works would progressively upgrade the language coverage code from Y to F in targeted sub-classes.

These recommendations are consistent with the broader literature on collection development in Indonesian academic libraries. Oktavia (2019) found that effective collection development in university libraries requires both a formal policy framework and active involvement of subject experts including lecturers in the selection process. Nihayati, (2021)similarly found that collection development policies at university libraries are most effective when they are systematically implemented, regularly reviewed, and explicitly aligned with the academic programs they serve. The Conspectus method, as applied in this study, provides precisely the evidence base required to anchor such a policy in objective, replicable, and actionable data.

Finally, it is important to acknowledge that this study has certain limitations. The Conspectus evaluation was conducted by evaluators who, while representative of the three key stakeholder groups, may carry subjective biases in their level assessments. The reliability of Conspectus evaluations is known to be partially dependent on evaluator expertise and consistency (Western Library Network, 1992). Future studies might benefit from incorporating a verification component such as checking the library's holdings against a standard bibliography or core reading list for Indonesian accounting programs to triangulate the evaluator-based findings with an objective, list-based assessment. Additionally, the chronological survey in this study was limited to books published up to 2023; a follow-up study that also audits the library's digital and electronic resources would provide a more complete picture of collection adequacy in an increasingly hybrid information environment (Evans & Saponaro, 2019).

CONCLUSION

Based on the research on lighting levels in the reading room of the Universitas Muhammadiyah Banjarmasin Library, the most shocking and unexpected finding is that although the reading room has an abundant source of natural lighting from windows covering an area of 27.25 square meters on the western side, the lighting level is actually at its lowest at noon (12:00 WITA), averaging only 75.5 lux. This figure is much lower than in the morning, which reached 147 lux. This finding is highly unexpected because, intuitively, people assume that when the sun is at its peak at noon, natural lighting should be at its highest. However, the opposite proved true. The important lesson learned as a matter of reflection is that an abundant source of light does not always guarantee adequate lighting levels if room design, building orientation, and lighting management policies such as closing curtains to protect library collections from heat and UV rays actually block light from entering effectively. This reflection teaches that solving lighting problems does not always require adding more artificial light sources; instead, solutions can include rearranging room orientation, wisely scheduling the opening and closing of curtains, or using engineering solutions such as UV film glass or semi-transparent curtains that allow light to pass through while filtering out heat. Thus, this research reveals that visual perception alone is insufficient; objective measurement based on national standards (SNI of 300 lux) is essential to uncover hidden problems behind seemingly ordinary conditions.

The research on "Lighting Level in the Reading Room of the Universitas Muhammadiyah Banjarmasin Library" contributes to the development of knowledge in Library Science, Environmental Health, and Tropical Architecture by introducing the new concept of "protective lighting," where collection preservation overrides visual comfort standards, and by proposing new variables such as temperature, building orientation, and the "light-blocking factor due to collection preservation" as key predictors of effective illumination. Furthermore, the study generates critical new questions, including how to formulate tropical-specific lighting standards that account for collection tolerance, whether western window orientation is a design flaw, what the safe limits of light and heat for books in humid climates are, and whether two measurement points adequately represent an entire reading room. Finally, the research offers a novel "functional compromise approach" to lighting evaluation, which moves beyond simply comparing lux levels to national standards (SNI) by explaining the contextual reasons for non-compliance, thereby opening the way for location-specific standards that acknowledge real functional conflicts within library buildings.

This study has several limitations that need to be addressed in future research to achieve a more comprehensive and in-depth understanding of lighting conditions in the reading room. First, in terms of focus, the study only employed two measurement points, which is insufficient to represent the entire reading area, especially given potential variations caused by windows, bookshelves, and building columns. Methodologically, measurements were taken only at three specific times (09.00, 12.00, and 15.00 WITA) without repetition across multiple days or different weather conditions, and no distinction was made between natural and artificial lighting contributions. Conceptually, the research did not examine critical variables such as light uniformity, glare, color temperature, or surface reflectance of walls, floors, and ceilings, nor did it analyze the statistical relationship between temperature and visual comfort. Additionally, the interpretation of the overall average of 106 lux is misleading because it obscures the fact that during peak usage hours (midday), the lighting level drops to only 75.5–94.5 lux, far below the SNI standard of 300 lux. Therefore, future studies should employ a systematic grid of at least 9–15 measurement points, conduct repeated measurements under various weather conditions and at more frequent time intervals, separately assess natural and artificial lighting, and incorporate variables such as glare, uniformity, and user comfort perceptions through questionnaires. Such improvements would provide a more valid and holistic evaluation of library lighting quality.

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