

Implementation of Collection Development in Academic Libraries : A Conceptual and Practical Overview

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ABSTRACT

This study examines the implementation of collection development at the University of Lampung Library based on Edward G. Evans's six stages: user needs analysis, collection development policy, selection, acquisition, weeding, and evaluation. The study employs a qualitative method with a descriptive approach, utilizing observation, interviews, and documentation. Data were analyzed through reduction, presentation, and conclusion drawing, and validated using technique triangulation. The results indicate that collection development is conducted in a systematic, planned, and sustainable manner. Needs analysis is carried out through surveys, user suggestions, and the identification of users' information needs. The collection development policy serves as a guideline for implementation. The selection and acquisition of library materials are based on academic requirements and budget availability. Collection weeding is performed to maintain the relevance and currency of the collection, while collection evaluation is conducted to assess the extent of collection usage by patrons

INTRODUCTION

A library is a place that serves as a center for information resources (Amaliah et al., 2024). Libraries do not aim to make a profit; instead, they voluntarily provide users with access to information resources to meet their information needs (Sari et al., 2023). The primary task of a library is to provide reliable and useful library materials for its users (Umoh, 2021). One way to foster the intellectual development of the nation is by cultivating a love of reading; the benefit is that reading materials can serve as a source of information (Rusmin, 2022). Information sources in a library take the form of collections. Collections are essential and serve as a determining factor for library activities (Oktavia, 2019). With the ever-increasing number of publications, libraries should be able to easily acquire the right collections for their patrons. Both collections and libraries possess the power to provide services to readers (Anwar et al., 2024). Therefore, a library requires a planned mechanism that integrates all stages of the collection development process.

Library collection development is an effort by the library to provide services based on the needs of its users. It is a library activity comprising the analysis of user needs, the formulation of collection development policies, the selection of library materials, and the acquisition of such materials in an effort to meet users' information needs (Farodisa et al., 2024). Many researchers have provided detailed definitions of library collection development. Among them is Mansyur, who describes collection development as the process of selecting, acquiring, and creating library materials in various formats to meet the current and future needs of users. Nursetyaningsih adds that collection development activities also encompass ordering and payment when the collection is built through purchasing (Winoto & Padjadjaran, 2019).

Regarding the function of collection development, Sutarno explains that its objective is to expand and enhance the volume and variety of reading materials, as well as to improve the quality of the collection to meet user needs. Meanwhile, according to Evans, the nature of collection development must be continuous or cyclical. Public libraries, regional libraries, and libraries at both basic and higher education levels are required to develop their collections in step with the ongoing evolution of information and digital technology, which is also transforming the ways in which users access information (Rusmin, 2022). Furthermore, collection development focuses not only on increasing the volume of library materials but also on maintaining the collection's relevance, currency, and balance in accordance with user needs (Addin et al., 2024).

Library collection development involves the selection and acquisition of library materials. These activities must align with National Library Standards (SNP) – covering collection types, titles, and copy counts – to support education, research, and community service (Fitriani et al., 2023). Based on the Regulation of the National Library of the Republic of Indonesia Number 5 of 2024 concerning National Standards for Higher Education Libraries, it is stated that "a library must possess a collection of at least 2,500 (two thousand five hundred) titles, including a core collection aligned with the academic disciplines of the study

programs."(Peraturan Perpustakaan Nasional Republik Indonesia Nomor 5 Tahun 2024 Tentang Standar Nasional Perpustakaan Perguruan Tinggi, 2024).

Based on observations and interviews conducted by the researcher at the University of Lampung Library on March 10, 2026, it was found that the library – as a university library – continuously strives to expand its collection. Serving as a hub for information and academic services, the University of Lampung Library holds a collection comprising 31,143 titles and 164,046 copies. The University of Lampung has a student body of 40,108, who constitute the primary target audience for the library's information services and collection development efforts. The print collection totals 28,787 titles, while the electronic book collection consists of 1,090 locally accessible titles and 1,266 purchased titles.

Interviews with Ms. Nurhidaya, a librarian at the University of Lampung Library, revealed that the library conducts collection procurement annually at the start of the year. In terms of standards, the library exceeds the National Standards regarding collection size, carries out routine annual procurement, and holds an "A" accreditation. However, the library faces constraints due to a limited budget; National Library Standards (SNP) dictate that universities allocate a minimum of 5% of their total budget to the library, a threshold the University of Lampung Library does not currently meet. Nevertheless, the library maintains its "A" accreditation, an achievement that includes "Collection Development" as a key assessment component.

This situation highlights the urgent need for research into collection development practices at the University of Lampung Library. This study aims to provide a clear overview of the policy's strengths and weaknesses to offer practical and strategic recommendations for improvement, thereby enabling the library to more effectively support academic processes at the University of Lampung and enhance user satisfaction. Therefore, it is hoped that the findings of this study will make a positive contribution – both theoretically and in terms of the development of library and information science – at the University of Lampung.

LITERATURE REVIEW

Collection development encompasses a range of activities related to determining and coordinating selection policies, assessing user needs, studying collection usage, evaluating the collection, identifying collection requirements, selecting library materials, planning resource-sharing collaborations, maintaining the collection, and weeding the library collection (Yudisman & Rahmi, 2021). According to Peggy Johnson, collection development is defined as activities related to the development of a library collection, encompassing selection; the establishment and coordination of selection policies; the assessment of the needs of current and potential users; collection usage studies; budget management; the identification of collection needs; and planning for resource sharing (Setiyawati, 2021). G. Edward Evans states that collection development is the process of identifying the strengths and weaknesses of a library's collection by relating them to user needs, and striving to address those weaknesses (Yusuf, 2021). According to the IFLA report, collection development is the selection and

acquisition of library materials in all formats – taking into account current user needs and future requirements – within a framework defined by collection development policy (Nihayati, 2021).

Based on this view, library collection development is a series of activities involving the analysis of the collection, aimed at creating a library with resources that can be utilized to the fullest by its users (Yudisman & Rahmi, 2021). Edward G. Evans states that collection development is a cyclical or continuous activity (Kahfiyanda, 2022).

According to Evans, the collection development process comprises the following six stages:

1) Community/User Analysis (Community Analysis)

The community analysis component is also referred to as user needs analysis (Suryadi, 2022). At this stage, the library should prioritize the community's information-related needs and behaviors. This means that library collections must be developed based on an understanding of the users' information desires and requirements. This process allows for the creation of a comprehensive user profile and an assessment of collection needs. Throughout this analysis, librarians must consider the entire user community, encompassing both potential and actual users. Needs analysis activities can be conducted using either formal or non-formal methods. This stage yields user profiles and ensures that requirements for library collections are adequately met. Furthermore, librarians are obliged to continuously consider the user community as a whole, including both potential and actual users (Suryadi, 2022).

2) *Collection Development Policy*

The next stage involves formulating a collection development policy. Once a comprehensive understanding of the user profile and their collection needs has been established, the subsequent step is to draft this policy. This stage is pivotal in the collection development process, as it serves as a guiding framework for other related activities. The collection development policy encompasses general elements such as collection development planning, objectives and targets, a description of the community served, guiding principles, and priorities regarding the types of collections to be developed (Kahfiyanda, 2022). This section covers general matters, such as the planned approach to collection development, the criteria for the collections being developed, the prioritization of these criteria, budget proposals, the personnel involved in the process, and so forth. Furthermore, the needs of all library users – without exception – must be taken into account during this collection development policy stage (Suryadi, 2022).

3) Selection of Collection Materials or Library Resources

The next stage in collection development is the selection of collection materials or resources. At this stage, library staff carry out the selection process, typically utilizing selection and verification tools.

4) Collection Acquisition (Procurement of Library Materials)

The acquisition of library material collections is the stage involved in developing and building the collections necessary to meet information needs and achieve the objectives of the information unit (Kahfiyanda, 2022). While the selection phase involves library staff choosing the collection items the library will acquire or purchase, the procurement phase entails the actual acquisition of library materials. This process encompasses a broad scope of activities—extending well beyond simple purchasing to include ordering, the procurement itself, and the administrative tasks associated with acquiring library materials. (Suryadi, 2022).

5) Weeding

Weeding or weeding library materials is the activity of removing collections from their places (shelves/cabinets) (Kahfiyanda, 2022). Various factors underpin the decision to undertake this process, such as space constraints or the need to save room, the unsuitability of items for circulation (due to damage), the availability of newer editions or more recent publications, and so forth. The importance of evaluating collection usage is also reflected in the objectives of weeding. Weeding in a library is certainly purposeful; according to Qalyubi, there are four goals to be achieved through this process:

- a) Gaining additional shelf space for new items,
- b) Ensuring the collection serves as a more useful source of information that is accurate, relevant, up-to-date, and engaging,
- c) Making it easier for users to access and utilize the collection, and
- d) Enabling library staff to manage the collection more effectively and efficiently (Suryadi, 2022).

6) Evaluation

Collection Development The final stage in the sequence of collection development activities is collection evaluation. (Kahfiyanda, 2022). At this stage, there are two approaches to evaluating collection development: process evaluation, which involves assessing each stage of the development process; and outcome evaluation, which entails comparing the objectives of the collection development activities with the actual results achieved (Suryadi, 2022).

METHODOLOGY

The research method employed in this study is the qualitative research method. According to Bogdan and Taylor, qualitative research is a procedure that yields descriptive data—in the form of written or spoken words from individuals and observable behaviors—focusing on settings and individuals in a holistic manner, with the aim of gaining an in-depth understanding of existing issues.

This study utilizes a descriptive qualitative approach. Descriptive research is a form of research aimed at describing or depicting existing phenomena, whether natural or man-made (Yuswatiningsih & Hariyono, 2025). The data collection techniques employed in this study include observation, interviews,

This aligns with the interview findings from the librarian, who stated:

"This process involves several steps: first, the library receives lists of titles from publishers or vendors and shares them with the various faculties to determine what is needed. Additionally, when library users wish to request books that are unavailable or not yet in the collection, they are directed to fill out a designated form." The stage of analyzing user needs is crucial to collection development. This is further supported by the librarian's statement:

"This stage is vital for library collection development because it allows the existing collection to be aligned with user needs, ensuring the collection meets those requirements."

Thus, the importance of the user needs analysis stage is evident; Evans's theory on collection development identifies user needs analysis – encompassing user identification and the types of services required – as the initial component. Consequently, the University of Lampung Library's implementation of methods such as reviewing publisher or vendor catalogs, conducting surveys, and accepting direct requests aligns with Evans's theoretical principles. These principles emphasize that analyzing user needs must be a planned, systematic, and continuous process – often involving surveys – to ensure that the developed collection remains appropriate and relevant to academic needs (Suryadi, 2022). Evan also stated that the analysis of library user needs is crucial (Evans & Saponaro, 2005).

2. Collection Development Policy

A collection development policy serves as a requirement, a guideline, and a foundational framework for developing a library's holdings. Such a policy is crucial for managing collection development activities – whether for print or electronic resources – ensuring that these activities align with established strategic directions. At the University of Lampung Library, the collection development policy exists as a formal written document. Documenting the policy in writing is essential, as it allows for future reference and review should any issues arise.

This aligns with statements made by a librarian during an interview:

"The University of Lampung Library possesses a written Collection Development Policy document; without it, the Library would be unable to carry out collection development."

The University of Lampung Library consistently develops and maintains its collection development policy document to serve as a clear guide. This policy functions not only as a guideline but also as a strategic tool to ensure the library's collection remains relevant to the academic and research needs of the University of Lampung (UNILA). The existence of a written document provides librarians with clear guidance when selecting library materials. The policy also governs all operational stages within the library, ranging from acquisition (purchasing) and processing (cataloging

and classification) to weeding. Having clear, documented procedures makes the acquisition process more accountable and facilitates the evaluation or revision of the policy itself.

3. Selection of Library Materials or Collections

The selection of library materials is a method of collection development that involves choosing the materials or items the library will acquire. This selection process is guided by the needs of library users, specifically assessing the relevance of materials to those needs. Essentially, selecting library materials is the process of determining which items to include in the collection to ensure the library is as useful as possible to its user community. This stage is crucial, as it directly impacts the quality of the library.

Based on a direct interview, a librarian stated:

"The process of selecting collection materials at the University of Lampung Library involves surveys and data gathering to ensure alignment with user needs and course syllabi."

Consequently, the library ensures that the selected materials genuinely support user requirements. The librarian further explained:

"To ensure this, selections are aligned with user requests, and the library verifies that titles match survey results. If a specific title is unavailable, the library seeks alternative items that offer similar content (information) or cover the same subject matter."

The selection process at the University of Lampung Library is structured and focused on user needs. Librarians conduct collection selection through surveys and data collection to identify the specific titles and topics required by users, particularly those relevant to academic coursework. Thus, the University of Lampung Library employs a systematic selection process that prioritizes user needs and the relevance of information in support of academic activities.

4. Acquisition or Procurement

Acquisition activities encompass identifying collection needs, selecting relevant materials, and organizing procurement sources and procedures to ensure the collection is available and aligned with the collection development plan. This applies to the University of Lampung Library, where the process begins with identifying needs based on the selection of relevant library materials by the library's collection development team and determining procurement priorities for study topics at the University of Lampung. The University of Lampung Library employs methods such as purchasing, grants, and gifts.

This aligns with the researcher's interview with a librarian, who stated:

"The University of Lampung Library acquires its collection through purchasing, grants, and gifts."

Furthermore, the librarian stated:

"Before procurement takes place, the library goes through several stages or processes. First, a survey is conducted and user suggestions are received, managed, and compiled. Next, the information is distributed to each faculty; once the faculties return their input to the library, a list is created and subsequently adjusted to fit the budget."

The University of Lampung Library follows several steps when ordering library materials from publishers or distributors. An interview with Ms. Nurihidaya, a librarian at the University of Lampung Library, revealed the following:

"First, publishers or distributors send catalogs or book data; the library receives the list and then initiates the purchase request (buying process). The time required from the ordering stage until the collection is received is approximately two (2) months."

The University of Lampung Library acquires its collection through purchasing, grants, and gifts. Prior to purchasing, the library conducts surveys, accepts user suggestions, manages the distribution and collection of requests from each faculty, and compiles a list adjusted to the budget. Regarding orders placed with publishers or distributors, the library receives catalogs, compiles a list, and submits purchase requests; the process typically takes around two months for the collection to arrive. The collection acquisition or procurement process at the University of Lampung Library is conducted systematically and in accordance with collection development theory, beginning with the identification of needs through the selection of relevant library materials by the collection development team, followed by the determination of procurement priorities for the various fields of study at the University of Lampung.

5. Weeding

Weeding is an aspect of collection development and a follow-up action to collection evaluation. It is performed because some items or library materials are damaged beyond repair or their content is no longer relevant. To meet users' needs for relevant and up-to-date information, the University of Lampung Library employs collection weeding. The library conducts weeding to sort out items that no longer align with user needs, taking into account usage rates and the physical condition of the materials.

This aligns with the researcher's interview with a librarian, who stated:

"The library conducts weeding, which is done at least once a year."

"The reasons for weeding include items being damaged or out-of-date (old publication years)."

The University of Lampung Library (UNILA) has established procedures for weeding, as explained by Ms. Nurhidaya:

"We identify items on the shelves that meet the weeding criteria and check them against the catalog to see if they are still frequently borrowed or used by

patrons; if they are still in use, they are not weeded out. If an item is no longer used, it is removed from the shelf, and the catalog record is updated – though not deleted, but rather hidden."

Based on these statements, the University of Lampung Library conducts weeding at least once a year due to item damage or outdated publication dates. According to the National Library of the Republic of Indonesia Regulation No. 5 of 2024 concerning National Standards for Higher Education Libraries, weeding must be performed at least once every three years. This process takes into account the condition of the collection—specifically items that are damaged, irreparable, and cannot be converted into other formats—as well as instances where the collection size is excessive (Peraturan Perpustakaan Nasional Republik Indonesia Nomor 5 Tahun 2024 Tentang Standar Nasional Perpustakaan Perguruan Tinggi, 2024).

6. Evaluation

Conducting collection evaluation allows the library to determine the usage levels of its holdings. In carrying out collection development, the University of Lampung (UNILA) Library considers both the usage rates by the academic community and user needs. Evaluation activities must be performed continuously and systematically. This ensures that the library's collection aligns with the evolving programs of its parent institution. The general objectives of collection evaluation at the University of Lampung Library are to assess collection quality and to determine whether the library is meeting its goals.

An interview with Ms. Nurhidaya, a librarian, revealed the following:

"Yes, we do conduct evaluations, and the results are reported to the Head of the Library."

"The goal is to ensure that our collection is relevant and of high quality, and that it meets academic and research needs."

The University of Lampung (UNILA) Library conducts collection evaluation as the final stage of a systematic and continuous collection development process. This evaluation assesses usage levels, collection quality, and the alignment of the collection with user needs. Through these evaluation activities, the Library can identify relevant materials, frequently used items, and areas where the collection needs to be expanded to meet user requirements.

DISCUSSION

1. Analysis of Library User Needs

Research findings indicate that the analysis of user needs at the University of Lampung Library is conducted in a planned, systematic, and continuous manner, serving as the primary basis for collection development. Needs are identified through publisher or vendor catalogs, periodic surveys, course topics, and user suggestions submitted via Google Forms. Additionally, librarians log requests for items not currently in the collection to prioritize them for future acquisition. This practice aligns with Evans's theory, which emphasizes the importance of surveys and data utilization in ensuring the collection remains relevant to user needs.

Interviews with librarian Ms. Nurhidaya revealed that upon receiving catalogs from publishers or vendors, the library verifies requirements with each faculty to ensure alignment with syllabi and academic priorities. Meanwhile, user suggestions submitted via forms are evaluated alongside survey results and existing collection data before being designated as acquisition priorities. This mechanism demonstrates that acquisition decisions are informed by multiple sources of information, thereby minimizing the acquisition of materials with low relevance.

From the users' perspective, this mechanism is considered effective, as the available collection generally meets academic needs and supports learning and research activities. Overall, the research findings show that the University of Lampung Library has adopted needs analysis as the cornerstone of its collection development. Through this structured mechanism, collection development focuses not merely on increasing the volume of library materials but also on enhancing the relevance, availability, and utilization of the collection in accordance with users' academic needs, as advocated by Evans.

2. Collection Development Policy

Research findings indicate that the collection development policy at the UNILA Library serves as a strategic and operational foundation guiding the entire spectrum of collection activities, from needs identification to evaluation. The library has established a written policy document outlining the principles, criteria, and procedures for collection development, thereby standardizing decision-making processes and ensuring accountability. The existence of this written policy aligns with Evans' theory regarding the importance of documented guidelines for collection development; efficiently, the policy enables library staff to execute collection development

activities consistently, regardless of fluctuations in budget allocations or shifting academic needs.

Field findings reveal that the policy is not merely a document but is implemented through clear work procedures and coordination among the parties involved. Librarians rely on the policy when conducting needs assessments, selecting library materials, weeding, and performing evaluations. Functionally, the collection development policy at the University of Lampung enables an integrated collection cycle—encompassing needs analysis, selection, acquisition, weeding, and evaluation—guided by the principles enshrined in the policy document; consequently, operational decisions remain consistently aligned with the library's strategic goal of supporting academic and research needs. The existence of written guidelines facilitates policy revisions should periodic evaluations reveal gaps or shifts in priorities, ensuring that collection development remains dynamic yet purposeful. These findings demonstrate that the implementation of the policy at the University of Lampung Library is effective in ensuring the consistency, relevance, and quality of the collection. The policy serves not merely as a set of structured rules, but as an efficient foundation that governs every stage of collection development.

3. Selection of Library Materials or Collections

Research findings indicate that the library material selection process is structured, user-oriented, and mindful of budget constraints. Collection selection is guided by survey data, assessments of user needs, and course syllabi, which serve as indicators of topical relevance. The process begins with compiling a list of potential titles—sourced from publishers, vendors, and user suggestions—followed by verifying content alignment with academic needs and prioritizing acquisitions based on the available budget. Consequently, procurement decisions are not based solely on supplier lists but are informed by evidence of academic necessity and fund availability, ensuring the efficient use of library resources.

The findings also reveal that librarians employ proactive strategies when requested titles are unavailable, seeking alternatives with similar subjects or content coverage to ensure users' information needs are still met. Interviews with a librarian (Ms. Nurhidaya) confirm that user-proposed titles are cross-referenced with survey results and syllabi; if a specific title cannot be obtained, librarians recommend alternative materials with similar topics to maintain relevance for coursework. This approach reflects a flexible, solution-oriented selection process that upholds the quality of the collection.

Feedback from users indicates that the selected materials are relevant to course topics and support their academic endeavors, demonstrating the effectiveness of the selection process. Overall, the findings show that the University of Lampung Library treats material selection as a crucial step in collection development, grounding the process in survey results and needs assessments. Thus, the materials added to the collection do more than simply increase volume; they are genuinely relevant and useful for the users' academic activities.

4. Acquisition or Procurement

Research findings indicate that the acquisition phase is carried out systematically as a logical continuation of the library material selection process. The process begins with identifying needs derived from the collection selection results determined by the collection development team. The acquisition methods employed by the University of Lampung (UNILA) Library include purchasing, gifts, and the acceptance of grants. Regarding purchases, the library receives catalogs from publishers or distributors, compiles an order list based on priorities, and submits purchase requests; the timeframe from ordering to the receipt of materials is approximately two months. This approach aligns with the theoretical framework of Evans and Saponaro, which emphasizes the gathering of publication data and maintaining relationships with publishers or vendors as crucial components of procurement activities.

Further findings confirm that budget management is a determining factor in the execution of acquisitions and influences the annual scale of procurement. The procurement budget is divided into allocations for nine faculties and subsequently adjusted based on the verification of submitted proposals. When the annual budget amount changes or differs from the previous year, the library implements cost-cutting measures by reducing the number of copies ordered. This practice of fund allocation and priority setting demonstrates that, despite budgetary uncertainties, the UNILA Library remains committed to meeting academic needs by adjusting procurement volumes while maintaining the quality of the acquired collection.

These findings indicate that the acquisition procedures at the University of Lampung Library are participatory and evidence-based. Input is gathered from library users, faculties, and internal data to ensure purchase relevance, making every step clear and accountable. Overall, acquisitions at the UNILA Library are planned and adjusted according to budget availability. This procurement process is integrated with the needs analysis

and material selection stages, ensuring that every purchase is considered based on data and academic priorities. Consequently, collection development serves to ensure the availability of materials that are relevant and useful, thereby supporting users' teaching, learning, and research activities.

5. Weeding

Research findings indicate that weeding is carried out as a systematic and scheduled phase to maintain the quality, relevance, and utility of the collection. The library team performs weeding at least once a year to remove or withdraw items that are damaged, obsolete, or no longer relevant to the academic needs of library users. Weeding criteria include the physical condition of the materials, content relevance to the curriculum and advancements in the field, and usage levels monitored through circulation records and observation. Weeding serves to refresh the collection, free up shelf space for new materials, and improve information retrieval for users – aligning with Evans' principles that collections must be current, useful, and effectively managed.

The implementation of weeding at the University of Lampung (UNILA) Library prioritizes a cautious approach; librarians screen the collection based on weeding criteria and review catalog records and circulation frequency to ensure that frequently used items are not removed, while only rarely used or outdated materials are withdrawn from the shelves. Due to copyright issues and institutional policies, withdrawn items are not immediately destroyed; instead, materials meeting the weeding criteria are either stored in a repository or administratively removed from the public catalog (hidden) so they are no longer available for circulation.

From a broader collection development perspective, findings show that weeding is a vital part of the collection management cycle, directly linked to the stages of needs analysis, selection, and acquisition. This means weeding is not an isolated task but is conducted in conjunction with other processes to ensure the collection remains relevant. By implementing structured weeding, the UNILA Library is able to utilize shelf space more efficiently; rarely used books or materials can be relocated, replaced, or removed, thereby making space available for more useful materials. This practice also reduces the accumulation of underutilized library materials and makes it easier for users to locate the resources they need. Overall, the implementation of weeding at UNILA aligns with collection development theory. Weeding helps keep the collection current and relevant, while

improving user access to information pertinent to learning and research activities.

6. Evaluation

Research findings indicate that collection evaluation is conducted as a systematic and continuous final stage, serving as a quality control mechanism for the collection. The library evaluates the collection to measure usage rates, content quality, and alignment with academic needs. Evaluation data is collected regularly and reported to the head librarian; the results provide feedback that guides subsequent collection development steps – such as weeding, selecting new materials, and setting acquisition priorities. This approach aligns with evaluation concepts proposed by Evans, Rahmah & Makmur, as well as Yulia & Sujana, which emphasize the availability, utilization, and relevance of the collection regarding the institution's vision, mission, and user needs.

Furthermore, field findings reveal that collection evaluation at the University of Lampung (UNILA) Library involves multiple stakeholders and is evidence-based. The library utilizes circulation data, needs surveys, faculty input, and user observations to assess the collection's strengths and weaknesses. This evaluation process examines not only frequently used materials but also identifies topics or formats that are underrepresented, as well as obsolete items. Consequently, the evaluation serves a dual purpose by determining which parts of the collection should be retained or expanded. This operational method fosters flexibility in collection management, allowing for easy adaptation to changes in curricula and research activities.

Overall, it is evident that UNILA has integrated collection evaluation as a crucial final phase in the collection development process, establishing it as a strategic measure to ensure the collection remains relevant, high-quality, and useful to the academic community. Regular, documented evaluations enable the library to make informed decisions regarding procurement priorities, physical maintenance recommendations, and weeding. By implementing this evaluation process, the University of Lampung Library effectively closes the collection development loop; evaluation results provide input for the needs analysis, selection, acquisition, and weeding stages, ensuring that each step reinforces the others. As a result, decisions regarding the procurement and management of materials become more targeted, the collection is continuously adjusted to meet user needs, and information services for the academic community become more effective and beneficial.

CONCLUSIONS AND RECOMMENDATIONS

It can be concluded that the University of Lampung (UNILA) Library has implemented a systematic, planned, and sustainable collection development process to support education, research, and community service activities. This implementation aligns with the six stages of collection development outlined by G. Edward Evans. First, UNILA analyzes user needs using various information sources, such as publisher or vendor catalogs, periodic surveys, curriculum analysis, and user suggestions submitted via Google Forms. Second, a written collection development policy exists to serve as the library's operational guideline. Third, during the material selection stage, UNILA relies on data-driven considerations, such as survey results and user requests; if a requested title is unavailable from vendors, the library employs a substitution strategy, selecting an alternative title with comparable substance and quality. Fourth, the acquisition or procurement process is carried out primarily through purchases, gifts, and donations. Fifth, collection weeding is conducted at least once a year based on criteria such as physical damage, obsolescence or age, and low usage rates (assessed via circulation or catalog data). Sixth, the collection evaluation stage serves as a quality control mechanism to assess the collection's utility, strengths and weaknesses, and alignment with curriculum developments.

FURTHER STUDY

For future research, it is recommended to conduct an in-depth study on the implementation of collection development—specifically regarding the influence of budgets or user satisfaction—so that the findings can serve as a basis for comparison and further scholarly development in the field of library science.

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