



## The strategic function of the library in enhancing educational activities at SMAN 3 Garut

Muhammad Subhan Zaenul Rofi<sup>1</sup>, Angga Hadiapurwa<sup>2</sup>

<sup>1,2</sup> Universitas Pendidikan Indonesia, Bandung, Indonesia

[muhammadsubhan2154@upi.edu](mailto:muhammadsubhan2154@upi.edu)<sup>2</sup>, [angga@upi.edu](mailto:angga@upi.edu)<sup>2</sup>

### ABSTRACT

The digital era demands that school libraries adapt to support effective learning processes, necessitating that the SMAN 3 Garut library optimize its role as a learning resource center aligned with modern educational needs. This research aims to analyze library strategies that support teaching and learning at SMAN 3 Garut and to identify the challenges faced and the development efforts undertaken. The study employs a qualitative approach, using interviews and direct observation to collect data on library services, collections, and strategies. The research findings indicate that the library maintains collections of printed materials, including textbooks, reference works, and general-interest titles, and operates a membership-based borrowing system, with management conducted manually and semi-digital. The library actively provides alternative study spaces and collaborates closely with teachers in designing literacy activities. Main challenges include low student interest in reading and limited resources; however, strategies such as establishing reading ambassadors and cross-role collaboration have been implemented to address these issues. In conclusion, SMAN 3 Garut library plays a strategic role in supporting learning through various service innovations. However, further development of digital facilities is needed to ensure that the learning resource center remains adaptable and relevant to contemporary developments.

### ARTICLE INFO

#### Article History:

Received: 23 Aug 2025

Revised: 20 Nov 2025

Accepted: 27 Nov 2025

Published online: 20 Dec 2025

#### Keywords:

high school; learning resources; school library

#### Open access

Hipkin Journal of Educational Research is a peer-reviewed open-access journal.

### ABSTRAK

Era digitalisasi menuntut perpustakaan sekolah untuk beradaptasi dalam mendukung proses pembelajaran yang efektif, sehingga perpustakaan SMAN 3 Garut perlu mengoptimalkan perannya sebagai pusat sumber belajar yang relevan dengan kebutuhan pendidikan modern. Penelitian ini bertujuan untuk menganalisis strategi perpustakaan dalam mendukung proses belajar mengajar di SMAN 3 Garut serta mengidentifikasi tantangan dan upaya pengembangan yang dilakukan. Penelitian menggunakan pendekatan kualitatif dengan teknik wawancara dan observasi langsung untuk mengumpulkan data mengenai layanan, koleksi, dan strategi perpustakaan. Hasil penelitian menunjukkan bahwa perpustakaan menyediakan koleksi bahan pustaka berupa buku cetak yang mencakup buku pelajaran, referensi, dan literasi umum dengan sistem peminjaman berbasis keanggotaan. Pengelolaan dilakukan secara manual dan semi-digital. Perpustakaan berperan aktif menyediakan ruang belajar alternatif dan menjalin kerja sama dengan guru dalam merancang kegiatan literasi. Tantangan utama meliputi rendahnya minat baca murid dan keterbatasan sumber daya, namun telah dilakukan strategi pembentukan duta baca dan kolaborasi lintas peran untuk mengatasinya. Kesimpulannya, perpustakaan SMAN 3 Garut berperan strategis dalam mendukung pembelajaran melalui berbagai inovasi layanan, meskipun masih perlu pengembangan fasilitas digital untuk menjadi pusat sumber belajar yang adaptif dan relevan dengan perkembangan zaman.

**Kata Kunci:** perpustakaan sekolah; sekolah menengah atas; sumber belajar

### How to cite (APA 7)

Rofi, M. S. Z. & Hadiapurwa, A. (2025). The strategic function of the library in enhancing educational activities at SMAN 3 Garut. *Hipkin Journal of Educational Research*, 2(3), 379-388.

### Peer review

This article has been peer-reviewed through the journal's standard double-blind peer review, where both the reviewers and authors are anonymised during review.



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## INTRODUCTION

School libraries within Indonesia's national education system hold a strategic position as one of the essential components supporting the achievement of educational goals. In accordance with the mandate of Law Number 20 of 2003 on the National Education System and Law Number 43 of 2007 on Libraries, school libraries function as learning resource centers that support learning processes, research activities, and the development of knowledge. In the context of 21st-century education, the role of school libraries is not limited to the provision of book collections, but also extends to serving as centers of information literacy that prepare students to face the digital era.

Fundamentally, school libraries occupy a highly strategic position in the field of education. This position is closely related to the school curriculum and the role of teachers. When a library is managed with reference to the curriculum, teachers can technically position the library as a key element in the learning process. Teachers are able to encourage students to utilize the library and to seek relevant resources that align with developments in the digital era through library services (Mansyur, 2021). The existence of a library is expected to contribute to the realization of school objectives by enabling students to graduate with language and thinking skills, imaginative experiences, a sense of responsibility, and fundamental abilities for independent learning in this highly technology-driven digital era (Fauzi, 2022).

Previous literature reviews indicate that the implementation of technology and automation in school libraries generally has a positive impact on service quality and user satisfaction. For instance, the use of library automation systems in schools has been proven to accelerate borrowing and return processes, while simultaneously increasing user satisfaction compared to manual systems (Pasaribu & Samsudin, 2025). However, the application of such technology is often constrained by internal factors, such as low levels of digital library literacy and limited operational budgets, resulting in suboptimal implementation of automation systems in many school libraries (Fiqriansyah, 2021). Infrastructure readiness and the availability of human resources are also determining factors in the successful implementation of digital-based services in school libraries (Rusdiana & Juariah, 2025). Meanwhile, the implementation of digital libraries must consider the specific needs of each institution in order to remain relevant and sustainable (Wahyono & Rofii, 2023). These findings indicate that although many studies emphasize the urgency of adopting technology in library management, most tend to focus on normative discussions and ideal concepts. Therefore, further research is needed to examine actual field conditions in detail and to offer practical solutions for addressing specific problems in each school.

In contrast to previous studies that primarily focus on ideal library concepts or theoretical relationships between facilities and reading interest, this study offers a new perspective by presenting a specific case study of the actual conditions and challenges faced by the SMAN 3 Garut Library in its efforts to transition toward digital-based library services. The novelty of this research lies in its analysis of the gap between ideal conditions and on-the-ground realities, as well as in the identification of development strategies that are contextualized to existing needs and limitations. This study also makes a unique contribution by integrating an analysis of existing conditions, the identification of specific challenges, and the formulation of practical solutions that can be implemented gradually in accordance with institutional capacity. Such a comprehensive approach has not been widely adopted in previous research, which has tended to be normative in nature or focused on only a single aspect.

Based on the results of preliminary observations, this study identifies several major problems in the SMAN 3 Garut Library, namely: 1) the library has not fully integrated information technology into its operational activities and services for users; 2) borrowing activities, collection management, and record-keeping are still conducted manually and semi-digitally; 3) access to e-books and internet services for students is not

yet available; and 4) limitations in resources and budget constitute the main challenges in efforts to develop technology-based services.

This study aims to: 1) identify and describe the actual condition of the SMAN 3 Garut Library, particularly with regard to types of collections, borrowing systems, and the role of the library in learning activities; 2) analyze the gap between the ideal condition of school libraries and the existing reality at SMAN 3 Garut; 3) formulate digital service development strategies that are aligned with the needs and limitations encountered; and 4) provide practical recommendations for the development of the SMAN 3 Garut Library toward a digital-based school library. The results of this study are expected to serve as a reference for school stakeholders in optimizing the function of the library as a learning resource center that is relevant to the demands of the digital era. In addition, this study is also expected to contribute to the development of theory and practice in school library management in Indonesia, particularly in the context of digital transformation while taking into account contextual factors and on-the-ground limitations.

## LITERATURE REVIEW

### School Libraries as Learning Resource Centers

A school library is defined as a work unit that organizes library activities within the school environment, with the purpose of supporting the implementation of education in the respective school. School libraries hold a strategic role in supporting the learning process, particularly as part of strengthening educational management through the utilization of information technology that is aligned with the characteristics of formal educational institutions at the primary and secondary levels (Wahyono & Rof'i, 2023).

School libraries play an important role as learning resource centers that are integrated into the educational process, not only by providing instructional materials but also by supporting the achievement of curriculum objectives. The existence and proper management of school libraries have been proven to contribute to the quality of education and students' academic achievement (Huda, 2020). As learning resource centers, school libraries function to provide relevant instructional materials, support independent and group learning, and develop students' information literacy skills (Khafifati & Hadiapurwa, 2023). Libraries also support research activities and scientific writing within the school environment (Huda, 2020).

### Challenges of Libraries in the Digital Era

The digital transformation of school libraries in Indonesia faces various challenges. Research has identified several major constraints, including: 1) limited budgets for the procurement of technology; 2) a lack of digital competence among librarians; 3) inadequate technological infrastructure; and 4) resistance to change among users (Anshari & Zulaikha, 2025). Within the context of regional institutions, many public service units, including libraries, have not yet fully transitioned to digital systems due to structural challenges and limited resources. Management effectiveness, including appropriate personnel placement through job analysis, becomes a crucial factor in driving service modernization, including the development of library information systems at the regional level (Meidyanto *et al.*, 2021).

These conditions indicate that school libraries in Indonesia require adaptive and gradual development strategies that take into account local conditions and existing limitations. The integration of libraries into the school curriculum requires a systematic approach, encompassing the management of facilities and services that are aligned with the learning process. Such efforts can enhance students' reading interest through the utilization of libraries as part of structured learning activities (Fiqriansyah, 2021). Implementation experiences across various schools demonstrate that realistic and context-appropriate approaches are more effective than technology adoption that fails to consider institutional readiness.

## **METHODS**

This study employs a qualitative descriptive approach aimed at describing the conditions, roles, and development strategies of the school library in supporting the teaching and learning process at SMAN 3 Garut. The qualitative descriptive approach was selected based on Creswell's perspective in his book *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, which states that this method is capable of providing an in-depth understanding of observed phenomena through the exploration and interpretation of narrative data within a natural context.

Data collection techniques were conducted through three main methods, namely direct observation, semi-structured interviews, and documentation study. Direct observation was carried out for 45 minutes to directly examine the physical condition of the library and to ask questions directly to the head librarian in order to obtain detailed information. Observations were also conducted on the types of collections available, patterns of reading space utilization, and the activities of students and teachers in using library services. Documentation studies were conducted on supporting documents, including library collection inventory records, library work programs, and school policies related to literacy development. These documents were selected based on their relevance to the research focus and the availability of comprehensive data.

The data obtained were analyzed using an interactive qualitative data analysis model that includes three main stages: data reduction, data display, and conclusion drawing and verification. To ensure data validity and accuracy, source triangulation techniques were employed by verifying the consistency of information obtained from interviews, observations, and documentation, as well as conducting confirmation with key informants to ensure the accuracy of data interpretation.

## **RESULTS AND DISCUSSION**

The following section presents an in-depth exposition of the results and discussion regarding the actual conditions of the library at SMAN 3 Garut, which is structured based on findings from direct field observations. The primary focus of this discussion is directed toward several key aspects, including the availability of library services, the completeness and diversity of library collections, and the extent to which the library plays a role in supporting and facilitating the teaching and learning process within the school environment. In addition, the discussion also encompasses the library's readiness to respond to the demands of digital transformation in the modern era, including strategic plans for the development of information technology-based facilities that are currently still at the planning and conceptualization stages. This exposition is further strengthened by relevant field findings that reflect various forms of library support for enhancing students' literacy culture, patterns of collaboration and synergy established between librarians and teachers, as well as several tangible challenges that are still encountered in efforts to foster students' reading interest in a sustainable manner.

### **Types and Availability of Library Collections**

The SMAN 3 Garut Library provides various types of library collections, the majority of which are still in printed form. The available collections include curriculum-aligned textbooks, academic reference books, as well as general literature such as motivational books, biographies, and literary works. Although digital collections such as e-books or online databases are not yet available, the library management has planned future developments in this area as part of its digital transformation efforts. The Head Librarian stated:

*"Ketersediaan koleksi pelajaran di perpustakaan ini cukup memadai untuk mendukung kegiatan belajar mengajar, tapi memang harus diakui beberapa koleksi referensi masih perlu ditingkatkan baik dari segi jumlah maupun kelengkapan topik,"* (Wawancara Kepala Perpustakaan)

The conditions described above are consistent with previous studies indicating that the availability of diverse library materials that align with students' needs is a crucial element in supporting the role of school libraries as learning resource centers (Jayadi *et al.*, 2025). Collections that are relevant to educational programs and developments in scientific knowledge can encourage optimal utilization of library materials by users (Usholicchah *et al.*, 2024; Mahesa *et al.*, 2025). Furthermore, the completeness of collections reflects a form of direct service to readers and serves as an indicator of the fulfillment of their information needs (Dola, 2024; Putri *et al.*, 2025). In this context, the role of librarians becomes highly significant in ensuring the optimization of library services, both in terms of collection management and the provision of facilities that are engaging and relevant to contemporary developments (Hidayah & Hasanah, 2024).

## **Borrowing Procedures and Collection Management System**

At the SMAN 3 Garut Library, book borrowing procedures are conducted through a membership system. Each student who wishes to borrow books must first be registered as a library member. The borrowing process is still carried out manually, namely by recording borrower data, book titles, and borrowing dates in a logbook or borrowing card. In terms of collection management, the library still applies a manual and semi-digital system. Collections are arranged based on subject categories, and books are shelved according to classification labels. The Head Librarian stated:

*"Beberapa data koleksi sudah mulai diinput ke dalam sistem komputer sederhana, meskipun belum terintegrasi dalam sistem otomatisasi perpustakaan. Pengelola perpustakaan juga rutin melakukan pengecekan kondisi buku serta inventarisasi koleksi untuk memastikan keberadaan dan kelayakan bahan pustaka,"* (Wawancara Kepala Perpustakaan)

The condition of the SMAN 3 Garut Library described above is consistent with previous studies indicating that for libraries to function optimally as support facilities for teaching and learning activities, not only is the availability of relevant library materials required, but also well-organized management systems and service procedures (Diana *et al.*, 2022). School libraries play an important role as additional learning spaces capable of systematically providing both educational and recreational information resources (Rodin *et al.*, 2024). Therefore, aspects of library management, including borrowing procedures and collection management, are key factors in determining the effectiveness of library services for students.

## **Availability of Digital Learning Resources and Supporting Technologies**

Based on observation results, the SMAN 3 Garut Library has not yet fully provided digital learning resources such as e-books or internet access for users. The available facilities remain focused on printed library materials, including textbooks, reference books, and general literature. Nevertheless, the library management has expressed plans for future development toward digitalization as part of the transformation of library services. The Head Librarian stated:

*"Kami sudah memiliki wacana penyediaan e-book, komputer perpustakaan, dan akses internet (Wi-Fi) untuk memperluas jangkauan informasi dan meningkatkan kenyamanan belajar murid. Upaya ini diharapkan dapat terwujud dalam waktu mendatang seiring dengan peningkatan dukungan infrastruktur dan sumber daya,"* (Wawancara Kepala Perpustakaan)

In the current digital era, libraries are required to adapt by providing collections in digital formats in order to broaden access to information resources (Prasetya & Rohmiyati, 2025). Digital libraries represent the application of information technology in acquiring, storing, and disseminating information in digital formats (Wahdah, 2020). The concept of a *library without walls* presents opportunities for continuous development

by expanding the roles of libraries and librarians (Hakim & Hadiapurwa, 2022). This indicates that digital libraries do not merely represent a shift from physical to digital formats, but also involve changes in service systems, human resources, and policies related to copyright and information distribution. Therefore, the availability of digital learning resources constitutes an important step that must be considered by every educational institution, including SMAN 3 Garut, in order to support students' learning needs in the information age.

### **The Role of the Library in Supporting Students' Learning Activities**

The SMAN 3 Garut Library plays a strategic role in supporting the teaching and learning process within the school environment. The library does not merely function as a book storage facility, but also serves as a comfortable alternative learning space for students. Through its relatively diverse collection of library materials, students are able to deepen their understanding of subject matter as well as broaden their general literacy knowledge. In addition, the library actively collaborates with teachers in supporting literacy activities, such as the design of reference-based assignments and the organization of routine reading activities. The Head Librarian stated:

*"Kami memiliki program kreatif yaitu pembentukan duta baca, serta pemanfaatan perpustakaan sebagai ruang diskusi dan refleksi belajar. Dengan adanya kegiatan tersebut, perpustakaan bisa menciptakan ekosistem belajar yang kondusif, mendukung pengembangan kognitif, afektif, dan psikomotorik murid,"* (Wawancara Kepala Perpustakaan)

School libraries should be an integral part of the education system and have strategic functions in supporting the learning process (Shodiq et al., 2024). School libraries not only serve as places for storing books, but also function as information centers and learning resources that provide a variety of both printed and non-printed materials (Purwanto & Indah, 2025). Furthermore, libraries play a role in fostering reading interest, expanding knowledge, and educating the nation, as mandated by Law No. 43 of 2007 on Libraries. With the support of diverse library collections and sustainable literacy programs, libraries become an essential component in supporting the success of teaching and learning activities.

### **Teacher Involvement in Library Utilization**

Based on the observations conducted, teachers at SMAN 3 Garut actively encourage students to utilize various information resources available in the library, including both printed books and internet access. Teachers not only deliver instructional content directly, but also guide students to seek additional references that can enrich their understanding. This practice helps students develop relevant information-seeking skills and introduces them to a literacy culture that is highly important in today's educational context. Teachers also collaborate with library management in developing relevant instructional materials and recommend the optimal use of library resources in learning activities. The Head Librarian stated:

*"Kami ingin perpustakaan menjadi tempat yang bukan sekadar tempat untuk meminjam buku, melainkan berfungsi sebagai pusat informasi yang mendukung pengembangan akademik murid dan memberikan kesempatan bagi mereka untuk belajar lebih mandiri dan kreatif,"* (Wawancara Kepala Perpustakaan)

Literacy skills are essential in supporting students' academic success (Saputra et al., 2024). One effective way to develop literacy skills is by utilizing libraries as information-rich learning resources (Aprilia, 2024; Hadiapurwa et al., 2021). Collaboration between librarians and subject teachers is a key factor in supporting comprehensive learning processes and the development of a literacy culture in schools (Rusianah, 2025). Libraries not only provide books as reference materials, but also serve as spaces where students can explore knowledge more deeply related to the subject matter taught in the classroom (Budiarto, 2023).

## Literacy Programs Previously Implemented

SMAN 3 Garut has a history of active literacy programs that involve the library as the center of activities. These literacy programs aim to enhance students' reading interest and to cultivate a reading culture among students. Activities that have previously been implemented include 15 minutes of reading before lessons begin, book reviews, and literacy-themed competitions. Unfortunately, at present, these programs are temporarily suspended due to leadership transitions at the school level. The Head Librarian stated:

*"Meskipun demikian, pengelola perpustakaan tetap berkomitmen untuk menghidupkan kembali kegiatan literasi tersebut. Rencana revitalisasi program telah disusun, dan tinggal menunggu arahan serta persetujuan dari kepala sekolah yang baru agar dapat kembali dilaksanakan secara optimal. Diharapkan dengan kembalinya program literasi ini, minat baca murid akan semakin meningkat dan perpustakaan kembali menjadi pusat kegiatan literasi sekolah,"* (Wawancara Kepala Perpustakaan)

The above conditions are consistent with findings that emphasize the importance of the library's role as a key component in building a literacy culture in elementary schools (Kastro, 2020). Literacy at the elementary school level is an essential part of the educational process that helps shape students' character through reading and writing skills. In this context, libraries play a central role as the primary source of reading materials and as spaces where students can develop their literacy skills. Along with literacy programs that are increasingly strengthened by government policies, schools in Indonesia are required to optimize library facilities as centers of literacy activities.

## Strategies for Reactivating the Library

To increase student participation and activity in the SMAN 3 Garut Library, various strategies have been designed and implemented. One approach involves directly engaging subject teachers in discussion forums, such as teacher meetings, to identify students' literacy needs and to disseminate information regarding the availability of relevant book collections. Through this approach, teachers can more easily integrate library utilization into learning activities. In addition, the library has developed a *Reading Ambassador* program (*Duta Baca*), which involves selected students serving as literacy agents. These students are tasked with promoting reading activities through various engaging and creative means, such as producing literacy-related content, organizing reading challenges, and acting as intermediaries between the library and their peers. The Head Librarian stated:

*"Program duta baca ini merupakan strategi yang rasanya cukup efektif dalam menumbuhkan minat baca, karena pendekatannya bersifat horizontal yaitu menggunakan peran serta murid untuk mengajak sesama murid,"* (Wawancara Kepala Perpustakaan)

This aligns with theories suggesting that school libraries play an important role in supporting learning processes and the development of students' literacy skills. In today's highly digital era, the role of libraries has become increasingly vital as sources of information required by students in their learning activities (Ridwan *et al.*, 2025). Many school libraries have adapted to technological developments by providing various facilities and services to enhance student participation in literacy activities (Kurniawati & Junaris, 2025; Sari, 2025). Libraries not only offer diverse collections of library materials, but also implement strategies aimed at optimizing their function as primary information resources. These strategies include the development of adequate facilities, technology-based services, and the provision of digital resources that are accessible to all members of the school community (Tanipu *et al.*, 2025; Nurahmayanti & Hidayat, 2025).

## CONCLUSION

The SMAN 3 Garut Library has carried out its functional role as a learning resource by providing collections that are fairly relevant to curriculum needs and by establishing good collaboration with subject teachers through regular class visit programs and book procurement consultations. However, digital facilities remain very limited, with minimal availability of computers and suboptimal internet access. In addition, the management system still relies on manual methods with record-keeping in register books, resulting in low effectiveness due to frequent recording errors and difficulties in collection retrieval. The level of library utilization also remains low, with students' reading interest categorized as relatively low, despite collaborative efforts between library management and subject teachers in implementing library-based learning activities. These conditions indicate the need for a transformation toward a technology-based library, with a focus on system digitalization and the enhancement of integrated school literacy programs in order to optimize the library's role in supporting the teaching and learning process.

To realize an inclusive, modern, and sustainable library, the implementation of recommendations must be carried out gradually, beginning with short-term initiatives such as the implementation of software-based library automation systems and the improvement of technological facilities; followed by medium-term efforts involving the development of a digital library and the comprehensive implementation of school literacy programs; and extending to long-term initiatives aimed at transforming the library into a smart library and developing a learning commons as a center for collaborative learning. The success of this transformation requires strong commitment from all school stakeholders, comprehensive policy support in the formulation of library development policies, integration of literacy programs into the school's vision and mission, and adequate investment in the development of facilities and human resources through intensive training for library staff and the enhancement of teachers' competencies in literacy-based learning. With systematic and sustainable implementation, the SMAN 3 Garut Library is expected to become an effective literacy center in supporting the achievement of educational goals in the digital era.

## AUTHOR'S NOTE

The author declares that there are no conflicts of interest in the preparation and publication of this article. All data and content presented in this article were developed originally and are free from any form of plagiarism. The author also expresses sincere gratitude to SMAN 3 Garut for the cooperation and support provided, which enabled the research process to be conducted smoothly.

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