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ANALYSIS OF SCHOOL LIBRARY MANAGEMENT IN SERVICE OPTIMIZATION: A QUALITATIVE STUDY AT SMAN 3 DUMAI

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ABSTRACT

This study aims to analyze the management of school library services at Ki Hajar Dewantara Library of SMAN 3 Dumai in optimizing its function as a learning resource center. Using a qualitative case study design, data were collected through in-depth interviews, participant observation, and document analysis, and analyzed thematically. Findings show that librarian competence, collection availability, and information technology are the three main pillars supporting library service optimization. Librarians demonstrated adequate managerial, technical, and social competencies, though improvements in digital literacy are still needed. Library collections are diverse but not fully aligned with the needs of the Independent Curriculum. Information technology, including SLiMS automation and online catalogues, has been implemented but remains limited to basic services. The study concludes that strengthening librarian capacity, updating collections, and maximizing IT integration are essential for developing libraries into adaptive and innovative learning resource centers. These findings provide strategic recommendations for school management and policymakers to transform libraries into effective drivers of 21st-century learning.

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1. INTRODUCTION

School libraries play a pivotal role as learning resource centers supporting students' intellectual, cultural, and social development. In the 21st-century education paradigm, school libraries are expected to go beyond book storage to become hubs for digital literacy, collaboration, and innovation. Nevertheless, many school libraries in Indonesia face challenges such as limited librarian competence, outdated collections, and low levels of technology integration (Hapsari, 2021; Fadillah et al., 2025). The Ki Hajar Dewantara Library at SMAN 3 Dumai, despite its accreditation as an A-rated school library and recognition as a child-friendly library through the PISA program, still experiences gaps in professional librarian capacity, collection diversity, and digital service integration. These challenges create barriers for the library in fully supporting the implementation of the

Independent Curriculum, which emphasizes differentiated, project-based, and technology-integrated learning.

This study addresses three key issues: (1) the competence of librarians, including managerial, technical, and pedagogical skills; (2) the adequacy and relevance of the collection; and (3) the extent of information technology utilization. By examining these aspects holistically, the study aims to contribute to the literature on school library management and provide actionable recommendations for improving library services in Indonesian secondary schools.

2. METHODS

This study employed a qualitative approach with a case study design, focusing on the Ki Hajar Dewantara Library of SMAN 3 Dumai. Data sources included librarians, teachers, students, and school administrators. Data collection was conducted through semi-structured interviews, participant observation, and documentation review. Thematic analysis was used to identify patterns related to librarian competence, collection management, and technology use. Triangulation was employed to ensure data credibility, and member checking was conducted to validate findings.

3. FINDINGS

3.1 Librarian Competence

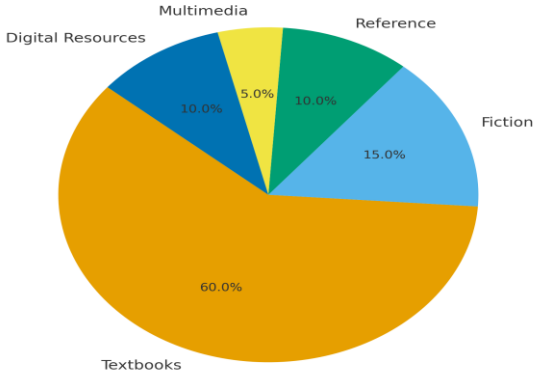
Findings indicate that librarians at SMAN 3 Dumai exhibit strong managerial and social skills, maintaining smooth library operations and positive relationships with users. However, there are gaps in digital literacy and technical competence, particularly in managing advanced library automation systems and providing digital reference services. Training programs focusing on information literacy facilitation and digital tools are needed to address these gaps.

Competency Area	Strengths	Areas for Improvement
Managerial	Scheduling, organizing events	Strategic planning for digital programs
Technical	Basic cataloging skills	Advanced SLiMS operations, e-resources management
Social	Positive rapport with users	Data-driven user engagement programs
Professional Development	Commitment to learning	More workshops on digital literacy

3.2 Collection Availability and Relevance

The library has a relatively rich collection that meets basic curriculum requirements, but gaps exist in non-textbook materials such as fiction, multimedia resources, and current reference works that support independent and differentiated learning. Aligning collection development policies with the Independent Curriculum and involving teachers and students in collection selection can improve relevance.

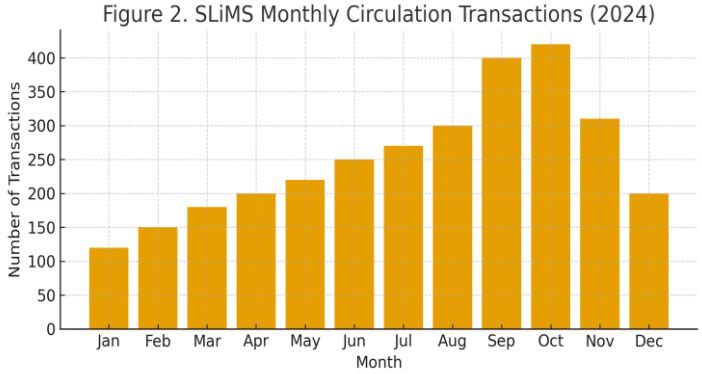
Figure 1. Collection Composition by Type



3.3 Information Technology Utilization

SLiMS-based automation and OPAC have been implemented, but their use is limited to cataloguing and circulation. Digital library services, e-book access, and remote learning support remain underdeveloped. Investment in digital resources and user training would enhance access and engagement.

Figure 2. SLiMS Monthly Circulation Transactions (2024)



4. DISCUSSION

These findings align with previous studies highlighting the importance of librarian competence, updated collections, and IT integration in modern school libraries (Rahmawati & Utami, 2020; Danil, 2025). The results reinforce that library development should be approached as a holistic system where human resources, resources, and technology are interdependent. This study contributes by offering a contextualized case from a rural-provincial setting, which is underrepresented in library management literature.

5. CONCLUSION

This study concludes that optimizing school library services requires simultaneous improvement of librarian competence, collection relevance, and information technology integration. The Ki Hajar Dewantara Library of SMAN 3 Dumai has laid a foundation for quality services but needs targeted interventions in digital literacy training, curriculum-aligned collection development, and expanded digital services. Future research could explore user experience with digital library platforms and measure the impact of improved library services on student learning outcomes.

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CONFLICTS OF INTEREST: The authors declare no conflict of interest.

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