

## School library management as a learning resource for achieving school quality report card standards at SMA Negeri 1 Silangkitang, South Labuhanbatu Regency

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### ABSTRACT

This study aims to analyze the planning, human resource procurement, development, and evaluation of school library management as a learning resource at SMA Negeri 1 Silangkitang, South Labuhanbatu Regency. A qualitative research approach was employed, involving the principal, head librarian, library staff, teachers, and students as research informants. Data were collected through interviews, observations, and document analysis related to library management. The findings reveal that school library management is systematically integrated into school programs to support literacy development and learning activities. Human resource management is implemented through the assignment of qualified librarians and staff, supported by continuous professional development through training and institutional collaboration. Library development focuses on expanding book collections, improving digital services, upgrading reading facilities, and strengthening literacy programs. Furthermore, library management is evaluated periodically using activity reports, library visitation records, and book circulation data to improve service quality. The study concludes that the school library functions as a strategic learning resource center that enhances learning quality, promotes a culture of literacy, and contributes to improving the overall quality of education at the school.

**Keyword:** school library; learning resources; school quality report card

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## 1. INTRODUCTION

Education plays a fundamental role in national development by improving the quality of human resources and strengthening a country's competitiveness. Consequently, improving educational quality has become one of the primary objectives of national education policies (Jumakir, 2024). In Indonesia, the implementation of the *Merdeka* Curriculum reflects the government's commitment to enhancing educational quality by promoting more flexible, student-centered, and competency-based learning (Selegi et al., 2025).

The effective use of educational information has become increasingly important in supporting educational improvement. Reliable information provides the foundation for strategic planning, evidence-based decision-making, and continuous quality enhancement within educational institutions (Damayanti et al., 2026). Previous research has demonstrated that data-driven decision-making contributes significantly to improving learning outcomes and institutional performance (Damayanti et al., 2026).

Despite these efforts, improving educational quality remains a major challenge in Indonesia, particularly at the secondary education level. Educational quality is determined by multiple factors, including instructional resources, teaching strategies, institutional management, infrastructure, and a supportive learning environment (Ardansyah et al., 2025; Wulan, 2025). Furthermore, educational quality reflects the extent to which an educational institution achieves its predetermined goals over a specific period (Lahagu et al., 2024).

To support continuous quality improvement, the Indonesian Ministry of Education has introduced the Education Report Card as an evidence-based evaluation system. This platform provides comprehensive

information on school performance and serves as a reference for planning and implementing continuous improvement initiatives (Romy et al., 2022). One of the important dimensions assessed in the Education Report Card is school management, which emphasizes inclusive, transparent, and accountable governance.

Within this framework, the school library plays a strategic role in supporting educational quality. Beyond functioning as a repository of books, the library serves as a learning resource center that promotes literacy, independent learning, and access to scientific and technological information for both teachers and students (Jumakir, 2024). Since classroom instruction alone cannot accommodate all students' learning needs, the school library complements classroom learning by providing additional learning resources and encouraging lifelong learning habits.

According to Oktaviana (2022), the effectiveness of a school library depends largely on the quality of its management. Well-managed libraries provide adequate facilities, diverse collections, professional services, and a conducive learning environment. Essential components of an effective school library include appropriate facilities, sufficient collections, qualified librarians, comprehensive library services, and clear operational regulations that support efficient library management.

SMA Negeri 1 Silangkitang has demonstrated outstanding achievements in school library management. The library has received second place in the North Sumatra Provincial School Library Competition, first place as the Best School Library in South Labuhanbatu Regency, and third place in the Provincial Librarian Competition. These achievements indicate that the library has been successfully managed as an effective learning resource center. Moreover, they demonstrate that despite its geographical location far from the provincial capital, SMA Negeri 1 Silangkitang has successfully optimized its library to support students' learning and literacy development.

Based on these considerations, this study aims to analyze: (1) the planning of school library management as a learning resource at SMA Negeri 1 Silangkitang, South Labuhanbatu Regency; (2) the procurement of human resources for school library management; (3) the development of the school library as a learning resource; and (4) the evaluation of school library management in supporting learning activities and improving school quality.

## 2. RESEARCH METHOD

This study employed a qualitative research approach using a descriptive design. According to Moleong (2020), qualitative research aims to explore and understand social phenomena by collecting data in the form of spoken or written words obtained from informants, documents, and other relevant sources. The study was conducted at SMA Negeri 1 Silangkitang, South Labuhanbatu Regency, North Sumatra.

Data were collected through interviews, observations, and document analysis involving the principal, head librarian, library staff, teachers, and students. These techniques enabled the researcher to obtain comprehensive information regarding school library management and its role as a learning resource.

The data were analyzed using the interactive model proposed by Miles et al. (2014), which consists of three stages: data condensation, data display, and conclusion drawing and verification. Throughout the analysis process, the researcher continuously selected, organized, and interpreted data relevant to the research objectives to gain a comprehensive understanding of the role of the school library in supporting learning activities and improving educational quality at SMA Negeri 1 Silangkitang. To ensure the trustworthiness of the findings, data validity was established through source triangulation by comparing information obtained from interviews, observations, and supporting documents.

## 3. RESULTS AND DISCUSSION

### A. *Planning School Library Management as a Learning Resource*

The interview findings indicate that school library management planning has been systematically integrated into the school's overall development program. According to the principal, the library plays a strategic role in supporting teaching and learning activities while contributing to the improvement of educational quality. Consequently, library management has been incorporated into the school's strategic planning through programs aimed at strengthening literacy, fostering students' reading habits, expanding learning resources, and integrating library services into classroom instruction. These initiatives are also intended to improve indicators included in the School Quality Report Card.

The head librarian further explained that library management begins with the preparation of an annual work plan covering library services, collection development, and literacy programs. This finding suggests that library planning is conducted systematically through collaboration among relevant stakeholders to establish development priorities.

Teachers also emphasized that the library has become an important learning resource supporting classroom activities. They frequently utilize library collections for reference materials, independent learning, and project-based learning activities requiring additional information sources.

Based on data triangulation, it can be concluded that school library management planning is integrated with school programs, particularly those related to literacy development and learning support. The planning process actively involves the principal, librarians, and teachers while considering students' educational needs.

#### **B. Human Resource Procurement for School Library Management**

The findings reveal that human resource procurement for library management is conducted through the assignment of qualified personnel by the school. The principal explained that the school continuously supports librarians' professional development through training programs, workshops, and collaboration with relevant institutions. Teachers are also encouraged to participate in school literacy programs to strengthen the library's educational role.

The head librarian stated that library management is organized through a clear division of responsibilities, including collection management, circulation services, reference services, and literacy program implementation. This information was confirmed by library staff, who explained that daily library operations are managed by a head librarian supported by two staff members with clearly defined responsibilities.

Teachers acknowledged that librarians play an important role in facilitating the learning process by providing reference materials, assisting students in locating information, and supporting literacy activities. Likewise, students expressed positive perceptions of library services, highlighting the librarians' helpfulness, accessibility, and assistance in locating relevant learning resources.

Based on the triangulated findings, it can be concluded that human resource management is implemented through the appointment of librarians and library staff with clearly defined responsibilities, supported by continuous competency development. These personnel play an essential role in providing effective library services and supporting student learning.

#### **C. Development of School Library Management as a Learning Resource**

The findings indicate that the school continuously develops its library to strengthen its function as a learning resource center. According to the principal, several initiatives have been implemented, including expanding book collections, digitizing library services, upgrading reading facilities, and strengthening school literacy programs.

These findings are supported by the head librarian, who explained that the library currently provides various services, including book circulation, reference services, reading corners, information literacy services, and digital library services. In addition, students have access to book lending facilities, comfortable reading spaces, and digital reference resources that support independent learning.

Based on data triangulation, it can be concluded that library development focuses on expanding collections, improving digital services, upgrading reading facilities, and strengthening literacy programs through collaboration among librarians, teachers, and students.

#### **D. Evaluation of School Library Management as a Learning Resource**

Library management is evaluated periodically to ensure that library services effectively support teaching and learning activities. The evaluation process utilizes activity reports, visitor statistics, and book circulation records to assess the extent to which teachers and students utilize library resources.

Library staff explained that all library activities are evaluated regularly by the head librarian and reported monthly to the principal. According to the principal, the evaluation focuses on the library's contribution to improving School Quality Report Card indicators, particularly those related to literacy culture, learning quality, and the availability of learning resources.

Teachers reported that library utilization has positively influenced students' learning outcomes by encouraging them to seek information independently and deepen their understanding of classroom materials. Students also stated that the library plays an important role in supporting their academic activities by assisting with assignments, expanding their knowledge, and improving their understanding of course content.

Based on the triangulated findings, it can be concluded that library management is evaluated regularly through activity reports, visitation records, and book circulation data. The evaluation results serve as the basis for improving library services and strengthening the library's contribution to learning quality and overall school quality.

### **E. Discussion**

#### **1) Planning School Library Management as a Learning Resource**

Effective school library planning represents a strategic foundation for developing the library into an integral learning resource center that supports educational quality. The findings of this study demonstrate that library planning at SMA Negeri 1 Silangkitang is systematically integrated into the school's strategic programs, particularly those related to literacy development and instructional support. Such integration ensures that library services align with the school's educational objectives rather than functioning merely as supporting administrative activities.

These findings are consistent with Assyauqi (2025), who reported that well-planned library management significantly improves academic services through the provision of relevant learning resources and the promotion of students' literacy culture. Likewise, Sara et al. (2025) emphasized that professional librarianship, supported by strong managerial commitment from school leaders, is essential for delivering high-quality library services. Furthermore, Afidhah (2025) argued that school principals play a strategic role in positioning the library as an integral component of educational quality assurance. Therefore, systematic library planning not only improves library management but also contributes to strengthening school quality indicators and fostering a sustainable literacy culture.

#### **2) Human Resource Procurement for Library Management as a Learning Resource**

Qualified human resources are fundamental to effective library management. The findings indicate that the school has established a structured system for assigning librarians and library staff while continuously enhancing their competencies through training and professional development activities. This approach enables library personnel to provide services that effectively support both teaching and learning activities.

These findings support Sara et al. (2025), who concluded that professionally managed school libraries serve as effective learning resource centers and contribute to overall educational quality. Similarly, Jumakir (2024) emphasized that competent librarians perform roles extending beyond collection management by promoting literacy, facilitating access to information, and supporting classroom learning. Consequently, investing in the professional development of library personnel enhances not only the quality of library services but also the overall effectiveness of the school's educational process.

#### **3) Development of School Library Management as a Learning Resource**

The findings reveal that library development extends beyond expanding physical collections to include improvements in digital services, reading facilities, and literacy programs. These initiatives reflect a shift in the library's role from a conventional repository of books toward an active learning resource center that supports students' academic development.

This finding is consistent with Ummi (2024), who argued that educational service quality depends on how well services respond to users' needs. Likewise, Husnah et al. (2026) found that effective utilization of school libraries contributes directly to improved learning quality and the development of students' critical thinking skills. In addition, Abrar et al. (2025) emphasized that a strong school literacy culture depends heavily on the availability of accessible and well-managed learning resources. Therefore, continuous library development is essential for creating learning environments that encourage independent learning, information literacy, and lifelong learning.

#### **4) Evaluation of School Library Management as a Learning Resource**

Continuous evaluation is essential for ensuring that library management remains aligned with educational objectives and users' needs. The findings indicate that library evaluation is conducted regularly using activity reports, visitation records, and book circulation data to assess the effectiveness of library services and identify areas requiring improvement.

These findings are in line with Afriatin and Danusiri (2020), who emphasized that library evaluation should encompass planning, collection management, facilities, human resources, service quality, and literacy programs. Julianti (2025) further reported that curriculum-integrated library services positively influence students' academic achievement and institutional quality. Moreover, Sintasari and Albaina (2024) highlighted that continuous evaluation enables schools to implement evidence-based improvements, allowing libraries to function more effectively as learning resource centers. Consequently, systematic evaluation strengthens library management, supports literacy development, improves learning quality, and contributes to overall school quality improvement.

#### 4. CONCLUSION

This study demonstrates that effective school library management contributes substantially to strengthening the school's quality report card by supporting literacy development and improving learning quality. The findings indicate that successful library management depends on four interconnected components: integrated planning aligned with school programs, the provision of competent library personnel through clear task allocation and continuous professional development, ongoing library development through expanded collections, digital services, improved facilities, and strengthened literacy programs, as well as systematic evaluation using activity reports, visitation records, and book circulation data to support continuous service improvement. Collectively, these management practices reinforce the library's role as a learning resource center that supports both students' academic achievement and overall educational quality.

The findings suggest several practical implications. Education authorities should strengthen school library management through continuous professional development programs for principals, librarians, and teachers. School leaders are encouraged to integrate library development into strategic school planning and align library management with educational quality indicators. Librarians should implement structured work plans that support literacy initiatives and respond to evolving learning needs, while teachers should incorporate library resources into instructional activities to promote inquiry-based and independent learning. Students are likewise encouraged to maximize the use of library facilities as part of their daily learning activities. Strengthening collaboration among these stakeholders is expected to optimize the contribution of school libraries to improving learning quality, fostering a sustainable literacy culture, and enhancing overall school performance.

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