



Evaluation of Malinau State Vocational Secondary School (SMK) Library Organization

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Abstract: This study evaluates the management of school libraries in three vocational schools in Malinau – SMK Negeri 1, SMK Negeri 2, and SMK-SPP Negeri Malinau – based on the National Standards for Libraries in Senior High and Vocational Schools (Peraturan Kepala Perpustakaan No. 12 Tahun 2017). Using an evaluation research design, data were collected through observations, interviews, and documentation involving school principals, library heads, teachers, and students. The findings indicate several challenges, including insufficient technology, outdated resources, limited space, and inadequate staff support, which hinder library effectiveness. To address these issues, improvements in technological infrastructure, space optimization, resource enhancement, and staff development are necessary. Strengthening school library management is expected to improve the learning environment, academic achievement, and information literacy among students. These findings provide valuable insights for school administrators and policymakers to align library management with national standards and enhance their role in supporting education.

Keywords: Educational support; Evaluation research; Information literacy; Library infrastructure; Malinau; National library standards; Resource management; School library management; Student engagement; Vocational schools

Introduction

Education is a systematic process designed to develop knowledge, skills, values, and attitudes through a variety of formal and non-formal learning methods. In general, education includes teaching in schools, universities, and other educational institutions, as well as learning that takes place outside the formal setting, such as at home or in the community. According to the National Education System Law No. 20 of 2003: "National education functions to develop the ability and shape the character and civilization of a dignified nation in order to enlighten the life of the nation, aiming at the development of the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy,

knowledgeable, skilled, creative, independent, democratic citizens who are responsible." Based on this statement, it can be said that education emphasizes how it can develop the nation by shaping character and enlightening students, which will produce capable and responsible generations (Aryanto & Irianto, 2013). Education aims to form individuals who possess critical thinking, creativity, and adaptability to various changes in life (Arofah, 2021). Education also serves as a means of transferring culture, traditions, and knowledge from one generation to the next.

Education also emphasizes moral and social aspects in addition to intellectual development. Through education, individuals are taught to understand ethical values, social norms, and responsibility toward themselves and society (Damanik et al., 2023). Education

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helps create citizens who are active and contribute positively to society. In this modern era, education is increasingly important in helping individuals master rapidly developing technology and information, enabling them to compete and participate effectively in the global workforce (Endarti, 2022). Thus, education is not only about transferring knowledge, but also about developing the character and skills necessary for a productive and meaningful life.

The implementation of education in Indonesia to enlighten the entire nation and shape the character and civilization of a dignified nation requires several educational standards to be met (Fahmi, 2016). These standards are referred to as the national education standards. According to Law No. 57 of 2021 on National Education Standards (SNP), there are eight standards, which include: graduate competency standards, content standards, process standards, educator and education personnel standards, facilities and infrastructure standards, management standards, financing standards, and assessment standards. One of the important education standards is the facilities and infrastructure standards (Fatmawati, 2021). Education in schools must meet these standards, which include teacher rooms, classrooms, laboratories, headmaster rooms, workshops, and library spaces.

The library, as one of the learning resources, plays an essential role in supporting the learning process. Ahmad (2018) explain that libraries have a very important role in enhancing students' knowledge and understanding. Libraries provide a variety of reading materials such as books, journals, magazines, and digital resources that can be used by students, teachers, and researchers to deepen their knowledge in various fields of study. Libraries, as centers of information, also function as community spaces that support social interaction and collaborative activities. According to the Library Law No. 43 of 2007, Article 1, Paragraph 1, a library is an institution that manages collections of written works, printed works, and works of art in a professional manner with systems that meet the educational, research, preservation, informational, and recreational needs of the users.

Libraries also provide a conducive environment for learning, with comfortable reading spaces and adequate technological facilities (Gardenia et al., 2024). By utilizing the library, students can develop information literacy skills, which include the ability to search, evaluate, and use information effectively. Additionally, libraries play an important role in supporting the curriculum by offering information literacy programs and conducting training sessions to help students understand how to access and use databases, library catalogs, and other research tools. These efforts help

students become more independent and critical researchers (Haricombe, 2021). Libraries also function as centers of academic and intellectual activity, often organizing seminars, workshops, and discussions that support collaborative learning and the exchange of ideas (Hermawan et al., 2020). Therefore, libraries are not just places for borrowing books but integral learning centers that support both formal and informal education.

Libraries serve as community centers that provide access to information and culture, as well as support literacy and lifelong learning (Hinduja & Patchin, 2013). Library principles include a commitment to providing free and open access to information, supporting education and information literacy, and promoting openness and social inclusion in library services (Widyaningsih, 2017). With the advancement of technology, libraries can be more easily accessed and have a wider reach. The complexity of the role of libraries as educational, informational, and cultural facilities for educating the nation's children means libraries must transform with digital technology to remain relevant in today's information age (Iqbal et al., 2021). Digital libraries provide broader and easier access to resources, allowing libraries to offer more innovative and responsive services to meet the needs of modern users (Santosa et al., 2022). From this perspective, libraries can upgrade themselves to adapt to the rapidly changing times. A library that can be considered of good quality is one that has met the National Library Head Regulation No. 12 of 2017 on National Standards for Libraries in Senior High Schools/Vocational High Schools, which include: Library Collection Standards, Library Facilities and Infrastructure Standards, Library Service Standards, Library Personnel Standards, Library Operations Standards, and Library Management Standards.

By fulfilling these six national standards, it can be concluded that school libraries can function more effectively as centers of learning resources, supporting the learning process, and improving the overall quality of education in schools (Irwandi & Raharjo, 2024). Several studies have explored the evaluation of school libraries, including research by Supriati (2021), which indicates that the use of Android-based libraries, electronic catalogues, and social media has been well developed, thus supporting the digital literacy movement. However, Amiruddin et al. (2022) found inconsistencies between the library's purpose as a reading resource provider and the reality in schools, where libraries were sometimes found without a librarian, and students would only borrow books when tasked by teachers. These issues highlight how library management affects library quality (Munisah, 2020). This research seeks to assess the quality of libraries

based on the National Library Head Regulation No. 12 of 2017 on National Standards for Libraries in Senior High Schools/Vocational High Schools. This library evaluation aims to describe the organization and management of libraries in schools (Pitaloka et al., 2021).

Based on initial observations made by the researcher at SMK Negeri 1, SMK Negeri 2, and SMK-SPP Negeri Malinau in Malinau Regency, several issues were identified. For example, at SMK Negeri 1 Malinau, library management faces several challenges. One of the main issues is the lack of technological utilization in library management. The school has not fully adopted a digital library management system, online catalogues, or software that supports library administration. This impacts the operational efficiency of the library and the accessibility of information for students. Although digital libraries offer powerful search features and information retrieval systems, the current situation hinders the optimal use of these resources (Rodin et al., 2021).

Furthermore, the absence of clear procedures and policies in library management is another issue. Without clear policies, the library struggles to manage book collections and other resources, leading to difficulties in finding and lending books to students, as well as increasing the risk of loss or damage to the collections (Maolana et al., 2018). The availability of libraries must align with library management since the management determines how well the school library can operate and support innovative learning processes (Afriatin & Danusiri, 2021).

At SMK Negeri 2 Malinau, limited accessibility and resource availability were observed. SMK Negeri 2 faces issues such as inadequate access to supporting learning resources in the library. This may be due to a lack of funding to update book collections, journals, or other learning materials. There are also likely limitations in access to the internet or other essential technologies that could improve the quality of the resources available. Additionally, the library's facilities and space are inadequate, with insufficient room to accommodate the number of students who wish to study there, and a lack of essential facilities such as comfortable tables and chairs.

At SMK-SPP Negeri Malinau, library operations face several challenges, such as a lack of support and ineffective management, which result in issues such as insufficient funds for purchasing books and library equipment, and a shortage of staff or volunteers responsible for managing and maintaining the library. Furthermore, student involvement in using the library is limited due to a lack of promotional activities or library services that encourage students to use the library actively as a learning resource. The absence of attractive

services also reduces students' interest in using the library as a place for learning.

These observations from the three schools indicate suboptimal library management, leading to a lack of resources, ineffective library roles, and other problems. Efficient library management must be supported by appropriate funding from the school. Financial support is critical to meet the needs of library management and provide moral support for librarians to perform their roles effectively (Suryani, 2017). Therefore, it is important to evaluate library management. Evaluation helps improve service quality, justifies the use of available resources, ensures job satisfaction, and assesses the results of planned activities (Setiawan, 2024). The results of the evaluation will serve as a reference for improving library management.

Given the problems mentioned above, the researcher deems it necessary to evaluate the specific issues in each school, identify priorities for improvement, and provide recommendations regarding aspects that do not meet library management standards. This is important because school libraries play a critical role in supporting quality learning processes. According to Akbar et al. (2021), an effective school library can directly contribute to improving student academic performance. Moreover, Ariyanti & Prasetyo (2021) emphasizes that libraries also act as educational platforms that allow students to engage with diverse learning materials. Thus, this research will focus on evaluating the quality of library management in vocational schools in Malinau, which is one of the main factors that need attention in improving library services.

Method

This study utilizes an evaluative research design to assess the performance and effectiveness of library management in vocational high schools (SMK) in Malinau Regency. By integrating qualitative and quantitative approaches, the research aims to provide a comprehensive evaluation of how school libraries function and contribute to the learning environment. The participants in this study include school principals, head librarians, teachers, and students, each playing a distinct role in library management and usage. School principals oversee library policies and resource allocation, head librarians manage daily operations and services, teachers incorporate library resources into their teaching, and students represent the primary library users. Data sources comprise both primary and secondary data, with primary data collected through observations, interviews, and surveys, while secondary data includes existing library records, visitor statistics, book collection data, and official reports.

In the qualitative approach, data is gathered through in-depth interviews and direct observations to explore library management practices, accessibility, and challenges. Interviews, conducted in a semi-structured format, involve school principals, librarians, teachers, and students, allowing for a deeper exploration of library-related issues. Additionally, non-participant observations focus on aspects such as library facilities, book organization, seating capacity, and digital resource availability, with structured observation sheets ensuring data consistency.

For the quantitative approach, data collection relies on surveys and document analysis. Surveys, distributed to students and teachers, assess library usage, satisfaction levels, and resource availability through Likert-scale questions, enabling a standardized response format. Document analysis involves examining visitor logs, book borrowing records, and digital resource usage statistics to measure the effectiveness of library management in numerical terms.

The data analysis process follows a mixed-method approach, integrating qualitative thematic analysis and quantitative descriptive statistics. In the qualitative analysis, data is coded and categorized, followed by thematic interpretation based on patterns in interview responses and observations. Meanwhile, the quantitative analysis employs frequency and percentage calculations for survey responses, along with trend analysis of visitor statistics and book circulation data. To ensure the validity and reliability of the findings, several strategies are implemented. Triangulation is used to cross-verify data from interviews, observations, and documents, while member checking allows key informants to validate the findings. Additionally, an audit trail is maintained to systematically document the data collection and analysis processes, enhancing the credibility and transparency of the research. This structured methodology ensures a holistic evaluation of school library management, providing valuable insights into its strengths, challenges, and areas for improvement.

Result and Discussion

The evaluation of library management in SMK Negeri 1 Malinau, SMK Negeri 2 Malinau, and SMK-SPP Negeri Malinau was conducted based on the standards outlined in the Peraturan Kepala Perpustakaan No. 12 Tahun 2017 regarding the National Standards for High School/Vocational School Libraries. The findings from each school were analyzed to assess the alignment of their library operations with the established standards and identify areas that require improvement.

SMK Negeri 1 Malinau

At SMK Negeri 1 Malinau, the evaluation revealed several challenges in library management, particularly concerning the adoption of modern library technologies. The library has not fully embraced digital library management systems, online catalogues, or software to streamline operations. This lack of technological integration has impacted the efficiency of library operations and accessibility for students (Wardani et al., 2022). Furthermore, the absence of a clear set of policies for managing the library's resources, such as book collection and circulation, has resulted in difficulties in tracking the availability and condition of library materials. There were also observations of inadequate space to accommodate students during peak usage times, leading to congestion and limited access to study areas.

Despite these challenges, the library at SMK Negeri 1 Malinau does have a reasonably diverse collection of books and resources. However, the overall lack of modernization and infrastructure improvement is a major barrier to providing an optimal learning environment. There is a clear need for investments in both physical and digital resources, as well as the development of a structured policy framework for library management.

SMK Negeri 2 Malinau

The evaluation at SMK Negeri 2 Malinau revealed similar issues with accessibility and resource availability. One of the major issues identified was the limited budget allocated for acquiring new books, journals, and digital resources. This financial constraint has hindered the growth of the library's collection, which remains largely outdated. The school also faces challenges in maintaining the quality and relevance of its educational materials. The lack of internet access and insufficient technological infrastructure to support modern library management systems has limited the effectiveness of the library in serving students' needs.

Another issue observed was the underutilization of library space. The physical layout of the library does not fully support collaborative or individual learning (Zahara, 2023). Many students report that the space is overcrowded and lacks adequate facilities such as comfortable seating, study tables, and dedicated spaces for group activities. These physical limitations contribute to a less than ideal learning environment, which discourages students from using the library for independent study and research.

However, the school's library staff has shown a commitment to improving the library's functioning, although they face challenges due to limited resources and support from school management. To address these

issues, there needs to be a strategic investment in both human resources and infrastructure to enhance the library's ability to serve its users effectively.

SMK-SPP Negeri Malinau

The evaluation at SMK-SPP Negeri Malinau highlighted several systemic challenges in the management of the library. The library faces a shortage of both financial and human resources, which affects its overall operations. There is a lack of full-time staff to manage and maintain the library, which results in a lack of consistent service to students. The library also suffers from a shortage of books and learning materials, with a significant gap in up-to-date references for students. This lack of resources is compounded by the absence of a dedicated library management system, which further complicates the tracking and cataloging of books (Salirawati, 2021).

The student engagement with the library is also minimal, as there is insufficient promotion or incentives to encourage regular use. Many students report that they only use the library when assigned specific tasks by teachers, rather than for independent learning or research. The library space is also underutilized, with students preferring to study in other areas of the school due to the lack of conducive learning spaces in the library (Saputra, 2022).

Despite these challenges, the library at SMK-SPP Negeri Malinau has potential. It has a committed librarian who strives to make the most of the available resources, but to truly enhance the quality of library services, the school must allocate more resources, both financial and human, and develop a more structured approach to library management.

Across the three schools evaluated, several common themes emerged. The primary issue across all three libraries was the lack of modernization and technological integration (Toya, 2023). None of the schools have fully implemented digital library systems or online catalogues, which severely limits the efficiency of their operations. Furthermore, all three schools face significant challenges with resource allocation, leading to outdated or insufficient book collections, limited access to digital learning tools, and inadequate infrastructure.

One major concern across all three schools was the underutilization of library space. In each case, the physical environment was not optimized to encourage learning and student engagement. Overcrowded spaces, limited seating, and a lack of designated areas for group activities contribute to a less-than-ideal learning environment.

In terms of management, all three schools exhibited a lack of clear policies and procedures for library

operations. This lack of structure hampers the ability to track resources effectively and ensure that library materials are well-maintained and accessible to students (Tuflasa & Tambotoh, 2022). There is also a general lack of promotional activities or incentives to engage students with the library beyond the scope of teacher-assigned tasks.

However, there were positive aspects as well. In all three schools, the library staff, despite the limitations, showed commitment to improving the library's functioning. Their dedication to making the most out of available resources, despite challenges, highlights the potential for improvement with the right support.

The evaluation underscores the urgent need for a comprehensive overhaul of library management practices across the three SMKs in Malinau. One of the key recommendations is the investment in technology, where schools should adopt digital library management systems and online catalogues to streamline operations and enhance accessibility. Additionally, resource allocation must be improved, with greater financial support directed toward updating the library's book collection and acquiring digital resources to enrich students' learning experiences.

Another crucial aspect is the optimization of physical library spaces. Libraries should be redesigned to accommodate more students and foster a conducive learning environment by providing adequate seating, study tables, and designated areas for group work. Furthermore, staffing and professional development must be prioritized to ensure effective library management and meaningful user engagement. Schools should allocate sufficient personnel and offer continuous training to enhance librarians' expertise and service delivery. To encourage more frequent and meaningful library usage, schools should implement initiatives that promote independent study and research beyond teacher-assigned tasks. By fostering a culture of active library engagement, students will be more likely to develop information literacy skills that support their academic growth and lifelong learning.

Conclusion

This study evaluated the library management in three vocational schools in Malinau—SMK Negeri 1, SMK Negeri 2, and SMK-SPP Negeri Malinau—based on the National Standards for High School/Vocational School Libraries (Peraturan Kepala Perpustakaan No. 12 Tahun 2017). Across all three schools, several challenges were identified, primarily involving inadequate technology, outdated resources, and insufficient library space. At SMK Negeri 1 Malinau, the library struggled with the lack of digital infrastructure and overcrowded

spaces, hindering effective use. SMK Negeri 2 faced similar issues, with outdated resources and poor space utilization, though staff efforts to improve were noted. SMK-SPP Negeri Malinau had a significant shortage of financial and human resources, impacting library operations and student engagement. To address these issues, the study recommends investing in digital library systems, improving resource allocation for books and educational tools, optimizing library spaces, hiring and training library staff, and promoting active student participation. These improvements will enhance library services, supporting student learning and fostering academic development in these schools.

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Author Contributions

Author contributions include Y.R.S. and M.B.: collecting data, analyzing data, writing original drafts, methodology and review writing, and so on.

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Conflicts of Interest

The authors declare no conflict of interest.

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