

## **Revitalization of School Library Management and Services Thru Collection Organization, Administrative Digitalization, and User Education at SMP Negeri 7 Batu**

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### **Abstract**

School libraries play an important role as learning-resource centers; however, their effectiveness depends on integrated management, accessible collections, standardized services, and user engagement. Initial assessment at Lentera Senju Library, SMP Negeri 7 Batu, identified several service-readiness problems, including unstructured spatial organization, inconsistent collection management, manual administrative recording, absence of written borrowing procedures, and limited user orientation. This community engagement program aimed to strengthen school library service readiness through an integrated governance intervention consisting of physical arrangement, collection processing, administrative digitalization, service standardization, and user education. The program was implemented using a participatory approach involving school stakeholders from 8–29 July 2026 and evaluated descriptively based on documented outputs, functional testing, and partner responses. The intervention resulted in improved spatial organization, systematically processed target collections, digital administrative tools accessible to library managers, standardized borrowing information, and increased student understanding of library procedures. The program demonstrates that strengthening school library services requires simultaneous improvement of infrastructure, management systems, and user capacity. This approach provides a practical model for schools seeking to improve operational readiness with limited resources.

**Keywords:** administrative digitalization, library governance, library services, school literacy, user education

### **Introduction**

School libraries play an important role as learning-resource centers that support literacy development, information access, and independent learning. However, the existence of library facilities and collections does not automatically guarantee effective service utilization. A functional school library requires integrated management practices that connect physical facilities, collection accessibility, administrative systems, standardized services, and user engagement activities. Recent perspectives on library transformation emphasize that service quality increasingly depends on the ability of institutions to combine resource management, digital readiness, and user-oriented approaches rather than focusing only on collection availability.

SMP Negeri 7 Batu, through the Lentera Senju Library, represents a condition where library resources are available but service readiness requires further strengthening. The school consists of nine classes at grades VII, VIII, and IX with a total of 288 students. Initial observations identified several operational challenges, including suboptimal arrangement of shelves, tables, chairs, and supporting facilities; collections that had not been systematically grouped and labeled; manual recording of collections and borrowing transactions; absence of written borrowing procedures; and limited student orientation regarding library functions and service utilization. These conditions indicate that the main challenge was not merely the availability of library resources, but the ability to organize and manage those resources into a consistent service system.

The need to strengthen school library governance is supported by previous studies showing that library effectiveness depends on the interaction between resources, management capacity, and user involvement. The IFLA school library guidelines emphasize that school libraries should support learning processes, literacy development, and student growth through accessible information resources and educational programs (International Federation of Library Associations and Institutions [IFLA], 2015). Furthermore, Merga (2020) highlights that limitations in management capacity, resources, and organizational support can reduce the ability of school libraries to fulfill their educational functions.

In addition to management factors, collection accessibility and service organization influence how students interact with library resources. A collection that is available but difficult to identify or retrieve may reduce opportunities for students to use library materials effectively. Therefore, classification, labeling, and systematic arrangement are essential components of library service readiness. Recent discussions on library transformation also emphasize that improving access requires not only technological adoption but also effective information organization and management practices (Muslim, 2024).

The development of library services also increasingly involves digital transformation. Digitalization does not necessarily require complex systems; simple digital tools can improve administrative consistency when supported by organizational readiness and user capability. Recent studies on library digital transformation indicate that technology adoption can improve information accessibility and service efficiency, but successful implementation depends on institutional support, digital literacy, and the ability of managers to operate and maintain the system (Konlan et al., 2025; Muslim, 2024). Therefore, digital initiatives in school libraries should consider human factors alongside technological aspects.

User experience is another important element in school library development. Students need clear information about available resources, borrowing procedures, and the role of libraries in supporting learning. Studies on school library engagement demonstrate that libraries contribute to student engagement when services are designed around accessibility, information literacy, and meaningful interaction with users (Noruzi, 2024). This perspective indicates that improving library services requires not only internal management improvements but also active communication and education for users.

Based on these considerations, the revitalization of Lentera Senju Library was designed through an integrated service-readiness intervention framework consisting of five interconnected components: (1) spatial arrangement to improve physical accessibility, (2) collection processing to strengthen information retrieval, (3) administrative digitalization to

improve management consistency, (4) service standardization through borrowing procedures, and (5) user education to strengthen student understanding and engagement. The framework assumes that library improvement is achieved when physical resources, management systems, and user capacity are developed simultaneously.

Therefore, this community engagement program aimed to strengthen the governance and operational readiness of the Lentera Senju Library at SMP Negeri 7 Batu through an integrated intervention model. The achievement criteria were defined as follows: (1) improved organization and accessibility of library spaces and collections; (2) availability and functionality of digital administrative records; (3) availability of standardized borrowing procedures; (4) improved capability of library managers to operate administrative tools independently; and (5) improved student understanding of basic library service procedures after user education activities.

## Method

This community engagement program employed a participatory community engagement design with descriptive evaluation to strengthen and assess school library service readiness. This design involved the school as an active partner in identifying service problems, determining intervention priorities, implementing improvement activities, and planning sustainability strategies. The evaluation focused on verified outputs, functional testing of implemented systems, observations of user understanding, and partner responses rather than experimental measurement.

The program was conducted at the Lentera Senju Library of SMP Negeri 7 Batu, Junrejo District, Batu City, East Java, from July 8–29, 2026. The partners involved in the program included the school principal, library manager, teachers, students from grades VII–IX, and the community service implementation team from the Faculty of Administrative Sciences, Brawijaya University. SMP Negeri 7 Batu consists of nine classes at grades VII, VIII, and IX with a total of 288 students. User education activities, including borrowing procedure socialization, were conducted for students at grades VII–IX to introduce library functions, service procedures, and responsible collection use.

The implementation process consisted of five main stages. The first stage was initial diagnosis, which involved observing library conditions, including spatial arrangement, collection organization, administrative records, service procedures, and student interaction with library facilities. The second stage was coordination and intervention planning, where the service team collaborated with school stakeholders to identify priority problems and formulate improvement strategies. The third stage was implementation of service improvement interventions, consisting of spatial arrangement, collection processing, administrative digitalization, and preparation of service standard procedures. The fourth stage was user education, which included borrowing SOP socialization and the SELOKA (Literacy and Literary Work Competition) literacy activation program. The fifth stage was monitoring and evaluation, conducted to assess the functionality of implemented systems, partner responses, and sustainability requirements.

The collection-processing intervention was carried out through systematic sorting, subject identification, classification arrangement, labeling, ownership stamping, and shelving activities. The classification approach was based on grouping materials according to their

subject categories to create a consistent arrangement that supports easier identification and retrieval by library users. Each processed item was provided with a spine label and arranged on shelves according to its classification group. This process aimed to improve collection visibility, facilitate searching activities, and support more orderly circulation management.

The intervention also included loan collections from the TBM Jemari Community Reading Park. These materials were included in the collection-processing activities while maintaining information regarding their original source. The loan collections were managed as accessible reading materials for students while their collection identity was retained to support ownership records and future monitoring. This approach allowed the library to improve collection accessibility while maintaining a distinction between externally sourced loan materials and permanent school-owned collections.

Administrative digitalization activities were conducted through the establishment of an official library account and the development of Google Spreadsheet-based administrative formats for collection and borrowing records. The system was tested through initial data entry and functional trials, followed by assistance for library managers in accessing, updating, and maintaining the administrative records.

Data were collected through observation notes, implementation documentation, activity records, digital administration trials, student participation observations, and reflection sessions with library managers. The evaluation did not apply an experimental design, pre-test and post-test questionnaire, or longitudinal measurement because the intervention period was limited. Instead, the evaluation compared initial and post-intervention conditions based on five service-readiness indicators: (1) spatial and collection organization, (2) availability and functionality of administrative systems, (3) availability of standardized borrowing procedures, (4) library manager capability in operating administrative tools, and (5) student understanding of basic library service procedures after user education activities.

Table 1. Stages, timing, and output of activities

| Stages                             | Time            | Main activities                                                                                                                                | Output                                                                                 |
|------------------------------------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Diagnosis and coordination         | 8-14 July 2026  | Observation of space, collection, administration, and service needs; coordination with schools and managers.                                   | Priority problem maps and joint work plans.                                            |
| Spatial and collection arrangement | 15-24 July 2026 | Arrangement of shelves, tables, chairs, cleanliness of space, visual identity, classification, labeling, stamping, and collection arrangement. | The space is more organized and the collection of targets is organized systematically. |
| Digitization of administration     | 15-24 July 2026 | Creation of official accounts, administrative formats, initial data input, trials, and mentoring.                                              | One official account and four Google Sheets-based administration formats.              |

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| Stages                        | Time            | Main activities                                                                                         | Output                                                                                |
|-------------------------------|-----------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Service standardization       | 15-29 July 2026 | Preparation, design, installation of SOP posters, and socialization to grades VII-IX.                   | One poster SOP and the user's initial understanding of the lending flow.              |
| Activation of SELOKA literacy | 20-24 July 2026 | Delivery of materials, discussions, and questions and answers about reading and the use of the library. | Student participation and strengthening understanding of the function of the library. |
| Monitoring and follow-up      | 22-29 July 2026 | Result checks, function tests, partner reflections, documentation, and sustainability recommendations.  | Data on achievements, constraints, and program maintenance recommendations.           |

Source: Service team documentation, 2026.

## Results

The implementation of the program resulted in changes to five interconnected service components, namely spatial planning, collection processing, digital administration, service procedure information, and user education. Achievements are assessed based on the presence of outputs, functionality of devices, observable changes in conditions, and the ability of partners to use the program results.

### Revitalization of the space and collection processing

The RENATA program began with the rearrangement of the positions of shelves, tables, chairs, and supporting facilities to ensure a more orderly circulation for users. The team cleaned the library area, organized the collection, installed the identity of the Lentera Senju Library, and added information media and visual elements proportionally. The arrangement was carried out in coordination with the management to ensure that the layout changes remained in line with the needs of learning activities and daily services.

Collection processing is carried out on all library materials targeted by the program, including the loan collection from the Jemari Community Reading Park. The activities include sorting based on type and subject, determining classification numbers, printing and affixing labels on the book spines, stamping ownership, and reorganizing the collection on the shelves according to classification order. After processing, the collection is easier to find, returned to the appropriate location, and supervised by the manager. Because the activity report does not record the number of copies in detail, the achievement is stated as the completion of the entire target collection, rather than a specific number of books.



Figure 1. Implementation of the RENATA Program: (a) strengthening the identity of the space and (b) structuring the collection  
Source: Service team documentation, 2026.

### Digitization of library administration

Before the program was implemented, the recording of collections and borrowing transactions still relied on manual documents. The team then created an official account for the Lentera Senju Library as a document storage center. Thru that account, four main administrative formats were created: package book loans, reading book loans, general book loans, and collection classification data. The format is made simple so that it can be used without paid software and can be updated directly.

The team entered the initial data, conducted function tests, and assisted the managers in accessing, inputting, updating, and browsing the data. Monitoring results show that the manager has been able to use Google Spreadsheets independently to support the recording of collections and transactions. This system centralizes administrative documents in one account, speeds up data retrieval, and reduces reliance on paper documents. The challenges that arise include data adjustments due to the addition of new students and the need for administrators to adapt to the digital system. These obstacles were addressed thru format updates and direct assistance.

### Preparation and socialization of borrowing SOPs

Initial observations showed that borrowing and returning procedures were previously delivered through individual verbal explanations from library managers. This communication pattern caused service information to depend on the availability of the manager and created the possibility of different explanations among users.

To address this condition, the team developed a standardized borrowing SOP that transformed service information from person-dependent communication into publicly accessible information. The SOP poster presented the borrowing and returning flow, requirements, loan duration, and user responsibilities in a structured format and was installed in an accessible service area.

The SOP socialization was conducted for students in grades VII–IX through explanation, examples, and discussion sessions. Through this combination of visual information media and

direct education, students were introduced to a consistent borrowing procedure. The evaluation showed that students were able to explain the basic stages of borrowing and returning services after the activity.

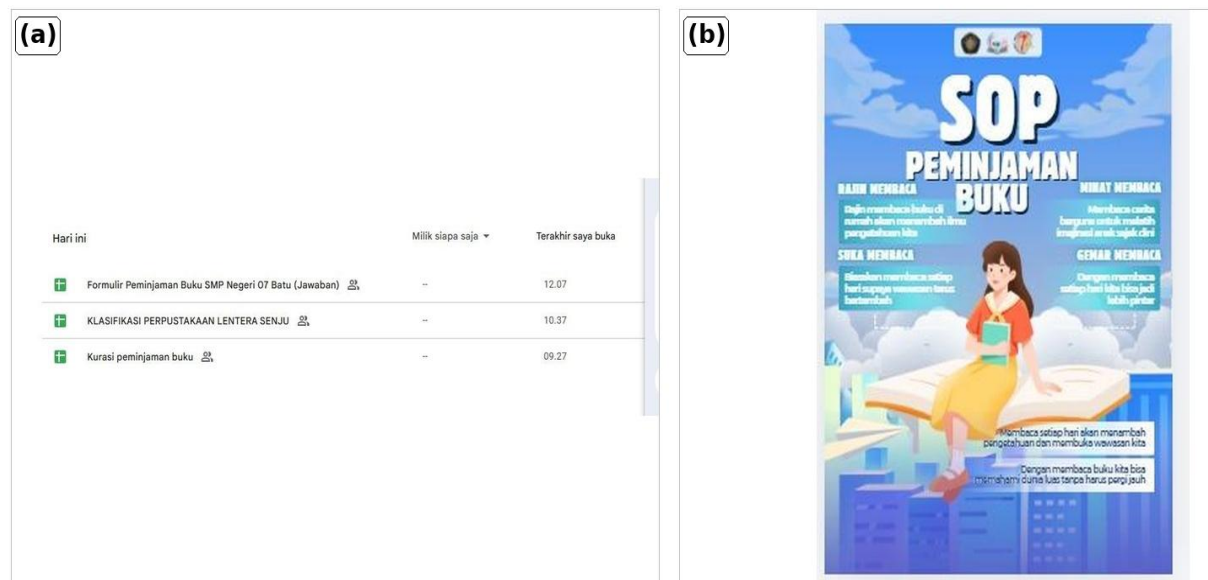


Figure 2. Governance outputs: (a) Google Sheets-based administration and (b) borrowing SOP poster

Source: Service team documentation, 2026.

### Literacy Socialization Program

SELOKA (Literacy and Literary Work Competition) will be held on July 21, 2026, as a program to strengthen students' understanding of the importance of reading and utilizing libraries. The activity involves field supervisors as resource persons and representatives from the Batu City Library and Archives Office/literacy volunteers as companions. The material discusses the benefits of reading, how to build a reading habit, and the function of libraries as centers of learning resources.

The method of the activity includes the delivery of material, discussions, and question-and-answer sessions. Students showed engagement thru questions and responses regarding the benefits of reading, literacy habits, and the relationship between literacy and academic achievement. These results indicate an initial positive reception of the program's message. However, engagement during a single activity cannot yet be used as evidence of a change in reading habits. SELOKA is more appropriately positioned as an initial activation that needs to be continued thru regular agendas, visit monitoring, and strengthening the roles of teachers and library managers.

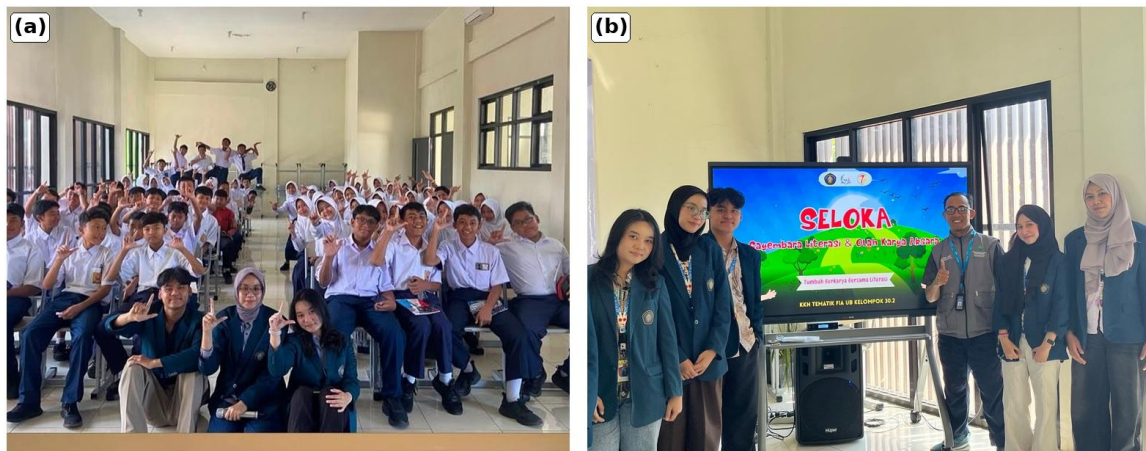


Figure 3. User education: (a) socialization of services to students and (b) implementation of SELOKA

Source: Service team documentation, 2026.

Table 2. Summary of issues, interventions, and verified results

| Aspects             | Initial conditions                                                            | Intervention                                                                            | Verified results                                                                           |
|---------------------|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Spatial planning    | The position of shelves, tables, chairs, and facilities is not optimal.       | Rearrangement, cleaning, spatial identity, and information media.                       | More regular circulation; The space seems neater, clean, and comfortable.                  |
| Koleksi             | Some collections have not been grouped, numbered, and labeled systematically. | Classification, back labels, ownership stamps, and sorting by number.                   | The entire collection of goals is organized systematically and is easier to find/return.   |
| Administration      | Collection and borrowing records are still manual and scattered.              | One official account, four Google Sheets formats, initial input, trials, and mentoring. | Managers are able to access, input, and update data independently.                         |
| Service information | There is no written procedure yet; information is conveyed orally.            | Preparation, design, and installation of one SOP poster.                                | Procedure information is available in a concise, consistent, and easily accessible manner. |
| User understanding  | The understanding of procedures is not yet uniform.                           | Socialization of SOPs to grades VII-IX and discussion.                                  | Students are able to re-explain the borrowing flow and basic provisions.                   |

| Aspects             | Initial conditions                                                        | Intervention                                                      | Verified results                                                                                        |
|---------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Literacy activation | The use of libraries and literacy culture still needs to be strengthened. | SELOKA through materials, discussions, and questions and answers. | Positive initial response and active participation; The impact of reading habits has not been measured. |

Source: Service team documentation, 2026.

## Discussion

The results of this program demonstrate that strengthening school library services requires an integrated approach that addresses physical, managerial, procedural, and user-related aspects simultaneously. The intervention at Lentera Senju Library shows that service readiness is not determined by the existence of library facilities alone, but by the extent to which available resources are organized, managed, communicated, and utilized by users. Therefore, the contribution of this program lies in demonstrating a practical model where several relatively simple improvements can collectively strengthen library governance.

The spatial arrangement and collection-processing interventions indicate that improving the physical environment of a library should be understood as an effort to improve accessibility rather than merely improving appearance. Before intervention, the placement of shelves, tables, chairs, and supporting facilities was not yet optimal, while some collections had not been systematically grouped and labeled. The rearrangement of space improved circulation and created a more organized learning environment, while collection processing improved the visibility and retrievability of library materials. This finding supports the perspective that library spaces function as learning environments where physical arrangement, information accessibility, and user interaction are interconnected (International Federation of Library Associations and Institutions [IFLA], 2015; Barrett et al., 2015).

The collection-processing activity also provides an important practical lesson regarding the management of existing resources. The intervention did not focus on acquiring additional collections but on maximizing the usability of available materials through systematic organization. Classification grouping, labeling, ownership identification, and shelving arrangements reduced barriers for users in identifying and locating reading materials. In addition, the inclusion of TBM Jemari loan collections demonstrates that external collection support can strengthen library resources when accompanied by appropriate management procedures that maintain collection identity and accountability. Thus, collection development in school libraries should not only consider the quantity of materials but also the ability of users and managers to access and maintain those resources.

The administrative digitalization component provides evidence that appropriate technology does not always require complex systems. The program used Google Spreadsheet-based administration because it was accessible, easy to modify, and suitable for the operational capacity of the partner school. The important outcome was not merely the creation of digital forms but the ability of library managers to access, update, and maintain administrative records independently. This finding indicates that digital transformation in small educational institutions depends on the relationship between technology suitability, organizational

readiness, and human capacity. Recent discussions on library digital transformation similarly emphasize that technology adoption becomes sustainable when institutions develop the capability to manage and integrate digital tools into daily services.

The preparation and socialization of borrowing SOPs revealed that service standardization can reduce dependence on individual explanations. Before intervention, borrowing and returning procedures were mainly communicated verbally, causing service information to depend on direct interaction with library managers. The SOP poster changed this communication pattern by transforming individual verbal explanations into standardized public information available to all users. However, the experience from this program shows that information media alone is insufficient. Students' understanding developed because the SOP was combined with direct explanation, examples, and discussion. Therefore, effective service standardization requires both clear information systems and user education processes.

The user education component through SOP socialization and SELOKA further highlights the importance of developing user capacity alongside management improvement. A library service system cannot function optimally if users are unfamiliar with available resources, procedures, and responsibilities. The positive responses observed during the activities indicate initial acceptance of the library functions introduced through the program. However, these findings should be interpreted as increased awareness and readiness rather than evidence of long-term changes in reading behavior. Continuous monitoring of library visits, borrowing activities, and reading engagement is required to determine whether improved service readiness contributes to sustained literacy development.

A key contribution of this case is the demonstration that simple interventions can produce meaningful improvements when organizational readiness, user education, and management ownership are developed together. The program did not rely on advanced library management software or large-scale infrastructure changes. Instead, improvements were achieved by combining practical tools with capacity building. Digital administration became functional because library managers were involved in implementation and received assistance. SOP implementation became effective because standardized information was accompanied by user orientation. Collection organization became sustainable because it was integrated into library management practices. This suggests that the success factor was not the individual intervention component, but the alignment between technology, organizational processes, and human involvement.

This integrated approach provides a practical model for schools with similar conditions, particularly institutions that already possess library spaces and collections but require improvement in service governance. The model emphasizes that library revitalization should move beyond physical improvement toward strengthening operational readiness. By combining spatial organization, collection management, digital administration, service standardization, and user education, schools can gradually build a more consistent and user-oriented library system using available resources.

The sustainability of this intervention depends on continued commitment from school stakeholders. Library managers need to maintain administrative records, update collection information, and ensure that service procedures remain relevant. Teachers and school organizations can support literacy activities by integrating library utilization into learning activities. Future evaluation should include longitudinal measurements of library visits,

borrowing frequency, collection utilization, and student engagement to determine whether improvements in governance lead to broader literacy outcomes.

This program has several limitations. First, the intervention period was relatively short, limiting the ability to evaluate long-term behavioral changes. Second, the evaluation focused on verified outputs and operational readiness rather than quantitative measurements of reading behavior. Third, detailed statistical analysis of user changes was not conducted. Therefore, future studies should combine service-readiness assessment with longitudinal user-based evaluation to better understand the relationship between library governance improvements and student literacy development.

## Conclusion

The community engagement program at SMP Negeri 7 Batu strengthened the operational readiness and governance of the Lentera Senju Library through an integrated intervention model combining spatial improvement, collection organization, administrative digitalization, service standardization, and user education. The intervention produced measurable service-readiness improvements, including more organized spaces and collections, functional digital administrative records, standardized borrowing information, improved manager capability, and increased student understanding of library procedures.

The practical contribution of this program is the development of a simple and adaptable library improvement model that can be implemented by schools with limited resources. The results indicate that digital tools and service innovations become more sustainable when accompanied by organizational readiness, management ownership, and user capacity development. However, this program has not yet measured long-term changes in reading behavior because longitudinal data on library visits, borrowing frequency, and reading activities were not collected. Future programs should monitor these indicators to evaluate the long-term effect of improved library governance.

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