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Analysis of School Library Management at SD Inpres 1 Tanamodindi

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A B S T R A C T

This research highlights the importance of elementary school libraries as learning resource centers and drivers of early literacy development. Effective management can increase reading interest and support learning. At SD Inpres 1 Tanamodindi, challenges include a shortage of professional librarians, limited new book collections, and manual management. The study analyzes current conditions, challenges, effectiveness, and strategies for improving library management. Using a case study approach, data were gathered through interviews, observations, and documentation involving the principal, library staff, and direct observation. Findings show the library has a clear management structure, adequate facilities, comfortable reading rooms, neatly organized collections, and effective literacy programs, including daily activities and class visits. Obstacles include limited personnel, small collections, manual record-keeping, and space use that interferes with learning. In conclusion, library management at SD Inpres 1 Tanamodindi is well-structured and progressing. Improvement strategies include utilizing BOS funds, gaining education office support, enhancing staff capacity, and developing a digital system to build an effective, sustainable library.

1. Introduction

Primary school libraries play a strategic role in supporting the formal education process, particularly in fostering a culture of literacy and lifelong learning. As a form of non-formal education, the library functions not only as a place to read but also as an information center, an independent learning hub, and a space that encourages the development of students' potential from an early age. This aligns with the Law of the Republic of Indonesia Number 43 of 2007 concerning Libraries, which affirms that libraries have five main functions: education, research, preservation, information, and recreation. These functions are highly relevant to elementary school libraries to make a tangible contribution to improving the quality of education and student literacy in a sustainable manner (Pemerintah Pusat, 2007).

However, the rapid development of information and communication technology presents new challenges for library management. Libraries are no longer required only to provide printed book collections, but must also adapt to the demands of the times by offering digital resources, technology-based services, and interactive learning spaces. This shift reflects a paradigm change from traditional libraries to digital systems that are more efficient, flexible, and aligned with the characteristics of today's digital generation (Nurhalizah et al., 2025).

Unfortunately, the reality in the field shows that most elementary school libraries in Indonesia have not been optimally managed. Various obstacles such as limited budgets, collections that do not meet students' needs, a shortage of professional librarians, and low integration of libraries into the learning process remain major challenges in library management. The main activities of the library include the collection, management, and dissemination of information (Hermawan et al., 2020). However, implementation often does not run optimally due to these factors. (Hestika dan Gagaramusu, 2024) emphasized that school libraries must be optimized as dynamic learning resource centers and that librarians should actively facilitate learning and support classroom activities.

In this context, the role of school principals and librarians greatly determines the success of library management. According to (Gagaramusu et al., 2024), school principals, as instructional leaders, are expected to conduct training, empower teachers and staff, and implement democratic leadership. As operational-level leaders, principals have the responsibility to direct and support all programs aimed at improving the quality of education, including strengthening the library's function (Kartini & Yuhana, 2019). On the other hand, the presence of professional librarians is essential to ensure the effective and efficient management of the library.

Good library management requires a well-planned system, starting from the collection and processing to the distribution of learning resources that can be utilized by students, teachers, and other educational personnel. As institutions providing information and educational services, school libraries are required to deliver excellent service to support optimal teaching and learning activities (Suryana et al., 2022). Therefore, an in-depth analysis of the actual conditions of elementary school libraries, the challenges they face, and the strategies that can be implemented to improve library management is needed.

With professional, collaborative, and adaptive management aligned with technological developments, elementary school libraries have the potential to become effective, enjoyable, and meaningful literacy centers for all school members. The purpose of this study is to identify the actual conditions of elementary school library management and reveal various obstacles in management, human resources, infrastructure, and the use of information technology. In addition, this study aims to evaluate the effectiveness and strategies of library management in supporting teaching and learning activities, fostering a literacy culture among students, and analyzing the extent of policy support and participation of all school members in library management. The results of this study

are expected to provide strategic recommendations to achieve more targeted, optimal, and sustainable management of elementary school libraries.

2. Methodology

This study uses a qualitative approach with a case study design aimed at conducting an in-depth analysis of elementary school library management at SD Inpres 1 Tanamodindi, Palu City, Central Sulawesi. The case study approach was chosen because it allows researchers to explore in detail the actual conditions, obstacles faced, and improvement strategies applied in a specific and comprehensive single-location context. According to (Sugiyono, 2017), case studies are part of the qualitative method used to investigate a phenomenon in a real-life context, especially when the boundaries between the phenomenon and its context are not clearly visible. The subjects in this study are the school principal, library staff, and documents related to library management. Data were collected through three main techniques: in-depth interviews to obtain policy information and hands-on experience; field observations to examine the physical conditions and activities of the library; and documentation to complement and corroborate the collected data. The data were analyzed descriptively through the stages of data collection, data reduction, data presentation, and conclusion drawing. The validity of the data was tested through source triangulation and member checking to ensure accuracy. Using this case study approach, the research is expected to provide a concrete picture of library management practices in elementary schools and offer alternative strategic solutions based on contextual and in-depth data.

3. Results and Discussion

The library of SD Inpres 1 Tanamodindi is an important part of the learning environment, supporting the learning process and developing students' literacy. Its physical condition is quite good, with a spacious, clean, and comfortable room, bright lighting, and a neatly organized collection arranged by categories such as textbooks, children's fiction, nonfiction, religion, and encyclopedias. Comfort facilities, such as fans, are also available to improve air circulation, especially when the library is crowded. However, the library still faces challenges in its collection, which mostly consists of old books that have not been updated in recent years, thus limiting efforts to increase students' reading interest. Operational funds come entirely from the BOS Fund, allocated for the provision and maintenance of facilities and infrastructure such as tables, chairs, whiteboards, computers, printers, water gallons, dispensers, and fans.

Administratively, library management is fairly well-organized, with visitor books, records of books borrowed and returned, borrower cards for each student, class visit schedules, and written regulations as visitor guidelines. The management structure is led by the principal as the main person in charge. However, since the librarian who previously served is no longer active, management is now handled by school staff appointed to perform technical and administrative functions. Based on

interviews with the principal and management staff, it was revealed that although the library has good potential and facilities, there is still a need to strengthen human resources and update collections so that its role as a school literacy center can be optimized. Therefore, to obtain in-depth information about the aspects of planning, implementation, evaluation, and challenges in library management at SD Inpres 1 Tanamodindi, the researcher prepared interview questions for the principal and library staff, as shown in Table 1.

Table 1. Interview Questions for Principals and Library Staff Related to School Library Management

No	Aspects Analyzed	Questions for Principals	Questions for Library Staff
1.	Management Policy	What are the school's policies regarding library management?	Are library management policies implemented consistently in daily activities?
2.	Organizational Structure	Who is involved in the library management structure?	Who is responsible for the daily operational activities of the library?
3.	Book Collection and Availability	What is the school's strategy in procuring and updating library book collections?	What is the current collection of books available? Is it relevant and in demand by students?
4.	Facilities and Infrastructure	Is the library facilities suitable to support Student literacy activities?	What are the obstacles to facilities and infrastructure that are often faced?
5.	Human Resources (HR)	Is there a dedicated librarian assigned? What is the quality of library management human resources?	Do you have a background or training in the field of librarianship?
6.	Information Technology	Does the school support the use of technology in library management?	Is the library currently using a digital system for cataloging or borrowing books?
7.	Literacy Activities and Special Programs	What are the school's efforts to encourage students to actively visit the library?	Does the library hold activities such as reading corners, literacy competitions or reading classes?
8.	Evaluation and Mentoring	How do schools evaluate library performance and effectiveness?	Are there regular reports related to library activities? If so, what is the process?
9.	Obstacles and Solutions	What are the main obstacles in library management and how are they solved?	What are the most common obstacles faced in daily management, and how do you overcome them?
10.	Expectations and Development	What are the school's expectations for the future development of the library?	What do you think needs to be improved to make libraries more effective and attractive to students?

The following is an analysis of library management at SD Inpres 1 Tanamodindi:

a. School Library Management Planning

Planning is a crucial first step in school library management. Good planning forms the basis for the ongoing implementation and evaluation of library services. In the context of elementary school libraries, planning includes preparing work programs, procuring books, assigning managerial tasks, and scheduling class visits.

The principal of SD Inpres 1 Tanamodindi explained, *"Planning is the first step in library management. Without careful planning, the library will not be able to run optimally. At our school, planning is carried out at the beginning of the school year and discussed in a meeting of the library management team. We prepare a plan based on the needs of students and teachers, as well as the condition of available facilities and infrastructure."*

The principal's opinion was supported by an interview with the library staff of SD Inpres 1 Tanamodindi, who stated, *"For library management planning, we do it at the beginning of every school year. I, as library staff, together with the principal and teachers, sit together to discuss the library's needs. We first assess the condition of the library, then make a list of needs for the programs to be implemented over the year."*

The results of interviews with the principal and library staff of SD Inpres 1 Tanamodindi indicate that planning is an important aspect of library management. The process is structured and collaborative, although constraints remain, particularly in terms of resources. The principal stated that planning is conducted at the beginning of every school year as part of the School Work Plan (RKS), involving teachers, librarians, and the school committee. According to (Fadhli et al., 2021) libraries have basic needs that must be met for their management to run optimally.

The planning aspect includes the procurement of book collections, improvement of facilities and infrastructure, development of literacy programs, and training for management personnel. This aligns with (Karima, 2021) findings, which state that library planning includes facilities and infrastructure planning, human resource development, and budget planning for library management. The principal also noted that planning is adjusted to the curriculum and students' interests so that the library functions as a learning center, not merely a place to store books. The library staff explained that planning was carried out based on an evaluation of the previous year's activities, focusing on actual needs in the field. They identify books that are in demand, note a lack of facilities, and propose literacy programs. This reflects a needs-based approach to library management.

The school also demonstrates its commitment to improving library quality through a service digitization plan. This is in accordance with the opinion of (Fadhli et al., 2021), who state that digital libraries provide information resources in digital format that can be accessed through computers or other media. Overall, this interview illustrates that SD Inpres 1 Tanamodindi is aware of the importance of planning in library management as an effort to support a literacy culture within the school environment.

b. Implementation of School Library Management

The implementation of library management is the process of actualizing the prepared plans, including library service activities, collection management, as well as the organization of spaces and literacy activities in schools.

The principal of SD Inpres 1 Tanamodindi explained: *"Our library management is carried out based on the plan prepared at the beginning of the school year. Every library activity is implemented according to schedule, starting from book lending services, compiling collections, to literacy programs for students. We also monitor these activities through regular reports from the library staff. In general, the implementation of library management has gone well, although we are still working to make improvements. We have a regular service schedule, an active library manager, and literacy programs such as '10 Minutes of Reading' every morning before lessons start."*

The principal's opinion was supported by an interview with the library staff of SD Inpres 1 Tanamodindi, who stated: *"In addition to serving book borrowing and returns, I also record collections, repair damaged books, and prepare materials for literacy programs. Besides the '10 Minutes of Reading' literacy program at school, we also schedule library visits from Monday to Friday. Each scheduled class spends 10–15 minutes doing literacy activities in the library before learning begins."*

Based on the results of interviews conducted by the researcher with the principal and library staff of SD Inpres 1 Tanamodindi, the implementation of library management has been active and fairly well organized. The implementation is based on the initial planning prepared at the beginning of the school year, as conveyed by the principal.

The principal explained that the implementation of library management includes book circulation services, collection arrangement, and literacy programs. This is in line with (Irawati & Supriyanto, 2023) who state that school principals, as innovators, have an important role in improving literacy culture. The implementation of activities is supervised through routine reports from library staff. This shows that there is an internal coordination and evaluation mechanism that functions to ensure the continuity of library activities. Similarly (Suryana et al., 2022) state that library services include locker services, rental services, directory assistance, information services for the latest collections, collection services, and consulting services. (Ratukusuma, 2023) also adds that the implementation of ideal library services is the main goal of library activities, which is a great hope for the school.

Library staff also said that the implementation of management is carried out through daily activities such as book borrowing and return services, arranging collections, and repairing damaged books. Additional activities, such as the "10 Minutes of Reading" program, also demonstrate innovations in the implementation of literacy programs. This is similar to the findings of (Fitriyani et al., 2023) who state that the literacy movement is carried out for 15 minutes through silent reading and reading aloud, conducted every day before teaching and learning activities begin.

In terms of implementation, the school not only carries out library administrative functions such as recording collections, arranging borrowing schedules, and collecting visitor data, but also actively develops various literacy support programs that are designed in a relevant and contextual manner to meet students' needs.

Therefore, it can be concluded that the implementation of library management at SD Inpres 1 Tanamodindi has gone well, is directed, and is in harmony with the plans that have been set, and is able to have a positive impact on improving literacy culture in the school environment.

c. Evaluation of Library Management

Evaluation and development are two important elements in library management that aim to ensure the quality of service is maintained and to provide continuous direction for improvement. Evaluations are carried out to assess the success of management, identify weaknesses, and serve as a basis for preparing future development plans.

The principal of SD Inpres 1 Tanamodindi explained, *"We conduct evaluations periodically, every two to three months in each semester. We review reports from library staff regarding the number of visitors, books borrowed, and literacy activities that have been carried out. We also assess the physical condition of the collections and the available facilities. From there, we determine what needs to be improved or enhanced."*

The principal's opinion was reinforced by an interview with the library staff of SD Inpres 1 Tanamodindi, who said, *"I record every library activity, such as the number of books borrowed, students who visit, and daily activities. I summarize everything in weekly and monthly reports. From that data, I can identify whether there is an increase or decrease in library usage. If there is a shortage, it is immediately discussed to find a solution. For example, if a particular book is less in demand, I recommend procuring books that are more in line with students' interests."*

Based on the interview results, the principal stated that the evaluation of library management is carried out every two to three months. This evaluation includes checking book collections, lending services, and the condition of available facilities.

The main component of the school is the organization of the school library to achieve the expected goals within the school unit. According to (Saputra et al., 2022) the principal plays an important role in library management and takes full responsibility for implementing the programmed library activities. Therefore, evaluating library management is essential. Supervision (control) of all collections, bookkeeping, and proper administrative records is necessary. Such supervision is carried out regularly by the principal as the leader (Loar & Setiawati, 2023). The implementation of regular evaluations is an indicator of successful library management. Evaluation helps the school achieve its goals and adapt to development strategies. In the context of SD Inpres 1 Tanamodindi, development efforts are focused on rejuvenating the book collection.

Thus, it can be concluded that the evaluation process of library management at SD Inpres 1 Tanamodindi has been carried out periodically and in a fairly structured

manner, including monitoring service performance, assessing collection completeness, and identifying areas for improvement. Improvement efforts include, among others, the procurement of digital systems to simplify administrative processes and lending services, as well as the rejuvenation of book collections to keep them relevant to the curriculum and students' reading interests. These steps are an important strategy for sustainably improving the quality of library management so that libraries can play an optimal role as centers for learning resources and literacy development in schools.

d. Supporting and Inhibiting Factors in School Library Management

School library management is inseparable from various internal and external factors that affect its success. Based on the results of the research, the researcher identified supporting and inhibiting factors in the library management process at SD Inpres 1 Tanamodindi. The following are excerpts from interviews with the principal and library staff at SD Inpres 1 Tanamodindi regarding these supporting and inhibiting factors.

1) Supporting Factors to Strengthen the Performance and Effectiveness of Library Services

The principal of SD Inpres 1 Tanamodindi explained, *"There are several factors that strongly support the management of our school library. First, students' enthusiasm for the library is quite high. Many students come regularly, both to read on-site and to borrow books. This certainly provides encouragement to library managers. Support from teachers is also very helpful, with some actively involved in the literacy programs we organize. Some teachers even use the library for group reading activities. Our library facilities and infrastructure are quite adequate. We have a dedicated space that is spacious and comfortable, with complete bookshelves, reading tables, and a collection of children's books. We have also added fans and lighting to make the atmosphere more conducive to learning. While some facilities do require updates, overall they are supportive. For the budget, we use BOS funds to meet library needs, allocating them for the procurement of books, stationery, and minor facility repairs."*

The principal's opinion was reinforced by an interview with the library staff of SD Inpres 1 Tanamodindi, who said, *"The first thing is, of course, the enthusiasm of the students. Almost every day there are students who come, especially during break hours and after school. Some read on the spot, while others like to borrow children's novels or picture encyclopedias. This motivates me a lot as a manager. Some teachers are also active in directing students to the library, and some even help during library visits. The facilities are quite good. The room is comfortable, with well-arranged bookshelves, enough reading tables and chairs, and good lighting. Children's reading books are also quite varied. Although not all of them are new, they meet the basic needs of students. Our funding comes from BOS funds, usually used to buy new books, stationery, and other library needs. Not everything proposed can be granted due to limited funds, but at least there is regular attention from the school."*

Based on interviews with the principal and library staff of SD Inpres 1 Tanamodindi, it appears that library management is supported by several important and interrelated factors. One of the main factors is the high enthusiasm of students in using the library to read and borrow books, which indicates the early formation of a literacy culture in the school. In addition, teacher support plays a very important role through literacy activities such as reading together and the use of library collections in learning, so that the library becomes integrated with the teaching and learning process. Adequate facilities and infrastructure also serve as supporting factors, such as comfortable dedicated spaces, organized bookshelves, and a varied collection of children's books, although some collections still need to be updated.

Library financing comes from BOS funds, which are used for the procurement of books, administrative equipment, and other operations. Although limited, these funds allow the library to continue to operate and grow. This is in line with the opinion of (Fadhli et al., 2021) that libraries are an integral part of formal education, support learning, and develop student literacy toward independent learners. Thus, the library at SD Inpres 1 Tanamodindi can function optimally because it is supported by student enthusiasm, teacher involvement, adequate facilities, BOS funds, and a well-organized organizational and administrative system.

2) Inhibiting Factors Are Challenges That Need to Be Overcome to Achieve Optimal Management

The principal of SD Inpres 1 Tanamodindi explained, *"Of course, there are several obstacles that we face. One of them is the lack of activity of the head of the library or the main manager. He was actually formally assigned, but due to health problems, his involvement is still minimal. Currently, library staff who serve as technicians replace his role. This has an impact on the lack of optimal supervision and daily management in the library. Another obstacle is the limited number of classrooms; sometimes we have to use the library as an alternative space for learning. So, during certain hours, the library cannot be used according to its function because it is being used for teaching and learning activities. This certainly interferes with the smooth running of the literacy program. Most of the students are quite orderly, but there are still some who do not understand the rules. Mapping is done manually and digitally, but we do not have an online catalog that can be accessed by library visitors due to limitations in devices and human resources capable of operating it."*

The principal's opinion was strengthened by an interview with the library staff of SD Inpres 1 Tanamodindi, who also said, *"Because the head of the library is no longer active, I, as a technician, have replaced him for a while. Currently, I am working alone, so management cannot be maximized. Sometimes I have to divide my time between multiple jobs at once. In our school, there is still a lack of classrooms; therefore, sometimes students study in the library. If that's the case, I can't open the loan service because the room is being used for the learning process. This is very disruptive to services for students who want to read or borrow books. Not only that, students are also sometimes disorderly when they are in the library sometimes they are too noisy, do not put books back neatly, or just come to chat.*

For our manual and digital recording, we use a computer provided by the school, but we do not have an online catalog that can be accessed by library users to make it easier when searching for the books they want."

Based on the results of interviews with the principal and library staff of SD Inpres 1 Tanamodindi, several obstacles in library management were revealed. The main obstacle is the inactivity of the head of the library or the main person in charge, which causes the workload to be borne by only one staff member, so the library program cannot be run optimally. According to (Elti & Wahyuningsih, 2023), infrastructure facilities are part of the learning process that supports the abilities of each student in both formal and non-formal education units. The limitation of classrooms is also an obstacle, as library rooms are often converted into alternative learning spaces. This interferes with library activities such as book borrowing, on-site reading, and literacy programs. The impact is service inconsistency and the disruption of the library's function as a learning resource center.

Low student discipline while in the library is also an obstacle. There are still many students who do not understand library etiquette, such as talking loudly, not returning books, and using the library as a gathering place without reading. This makes it difficult for managers to create a conducive learning atmosphere. In addition, in terms of technology, the library does not yet have an integrated digital system, including an online catalog that can be accessed by users. According to (Fadhli et al., 2021) libraries as a work unit have basic needs that must be met. If one of these needs is not fulfilled, library management cannot be considered optimal.

Thus, library management at SD Inpres 1 Tanamodindi still faces serious challenges, including limited human resources in terms of the number and competence of managers, the condition of physical facilities that need improvement, user behavior that has not fully utilized library facilities optimally, and limited use of technology to support services. Therefore, stronger support from the school is needed through the provision of budgets, facilities, and policies that favor library development, along with enhancing the capacity of managers through training and mentoring. This step is important to ensure that the library can function optimally and sustainably, making the maximum contribution to improving the quality of learning and the literacy culture in schools.

e. Effectiveness of Library Functions and Strategies to Improve School Library Management

Elementary school libraries play a strategic role as literacy and learning centers that not only provide books but also function as information centers, learning media, educational recreation facilities, and vehicles for the development of a literacy culture. The effectiveness of libraries is highly determined by good management, the involvement of all school elements, and the readiness of facilities, infrastructure, and human resources. According to (Artana, 2019) optimizing library functions can be achieved through six steps, namely collection enrichment based on user needs, information technology-based services, good administrative

management, professional library personnel, adequate budget support, and systematic technical planning.

The results of interviews and observations at SD Inpres 1 Tanamodindi show that several of these indicators have been met. Comfortable reading rooms and facilities such as desks, chairs, carpets, computers, Wi-Fi, whiteboards, and fans are available. The book lending system uses control cards, visit recording is carried out, and the schedule of class visits to the library is regular. The daily literacy program has also been implemented. However, the effectiveness of library functions still faces challenges, one of which is the inactivity of professional librarians due to health reasons. Previously, the school had librarians who graduated from Library Science, but now technical management is handled by school staff.

This shows the importance of the role of human resources in the success of libraries. This is in line with the opinion of (Fitrianti, 2024) who stated that it is important to recruit librarians whose educational background is truly in Library Science, so that library management does not experience significant obstacles and can develop into an effective learning resource for many parties, especially students. In addition, the book collection has not fully kept up with the development of the curriculum and technology. In response, the school plans to allocate BOS funds for the procurement of new books.

Another weakness found is the lack of a digital catalog (OPAC), even though this system is important for service efficiency and management transparency. Information technology plays a role as a tool in managing collections, accelerating services, and expanding the range of information access for students. Through library automation systems, such as digital catalog applications (OPAC), computer-based lending and return systems, and electronic storage of visitor data, administrative processes can run more efficiently, orderly, and well-documented. In addition, the use of digital media such as e-books, audiobooks, and online literacy platforms also provides a more interesting and interactive reading alternative for elementary school students, especially for a generation already familiar with digital devices. With easy and quick access to a variety of learning resources, students are encouraged to more actively explore reading beyond conventional printed books. This has the potential to increase their interest in reading, as information can be accessed anytime and from anywhere, without being limited by the space and time constraints of the physical library.

Thus, the success rate of the use of information technology is highly dependent on the readiness of school infrastructure, the availability of digital devices (computers, internet, supporting software), and the competence of the human resources involved, both teachers and library staff. In many cases in primary schools, especially in areas with limited resources, the implementation of information technology is still relatively low. Some libraries do not even have a digital system at all and still rely on manual recording, such as in the case of SD Inpres 1 Tanamodindi.

Therefore, to truly increase students' access to and interest in reading through information technology, school and government policy support, library manager training, and adequate infrastructure development are needed. Thus, school libraries are not only a place to store books but also a center for digital literacy that encourages a reading culture among students from an early age. This is in line with the opinion of (Musdalifah et al., 2019) who stated that the most appropriate strategy to improve the quality of education is to provide educational services. Schools that provide services to students are in dire need of information technology to support the improvement of service quality. Therefore, digitalization is seen as an important strategy for increasing library effectiveness.

To address these challenges, a management improvement strategy is needed. First, increasing the capacity of human resources through the training of librarians and teachers, which is in line with the opinion of (Adriani et al., 2021) that forming a digital library team helps manage digital collections. Second, regular updates of the book collection. Third, the application of digital information systems such as online catalogs and electronic records. Fourth, strengthening literacy programs through reading activities, classroom reading corners, and literacy competitions. Fifth, periodic evaluation every 2–3 months as a form of service quality control.

In addition, it is important to address cultural barriers such as low student discipline in libraries, which still exhibits behaviors such as fighting over books and being rowdy. With a planned and integrated strategy, elementary school libraries are expected to develop into fun, active learning centers and foster a literacy culture. The effectiveness of libraries will continue to increase if supported by good management, stakeholder engagement, and continuous innovation.

4. Conclusion

This research shows that the management of the library at SD Inpres 1 Tanamodindi has gone quite well but still faces several challenges. In terms of planning, the school has a written policy and has designed the procurement of collections through BOS funds. In its implementation, the library has provided literacy services, neatly organized collections, and adequate facilities. However, the limited number of professional librarians is the main obstacle to optimizing services.

The evaluation and development aspects are carried out regularly by the principal but are not yet supported by a structured evaluation system. The effectiveness of the library is quite high, judging from the enthusiasm of students and teachers in literacy activities, even though it is not equipped with a digital system or OPAC. Overall, the library has carried out its function as a learning resource center, but it still needs improvements in human resources, up-to-date book collections, and digital systems to more effectively support the learning process.

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