# Development of Standard Components of SMAN 1 Lingsar Library Based on National Library Standards

**Muhammad Iqbal\*, Hardiansyah, Wiwien Kurniawati**
Mandalika University of Education
**Corresponding Author e-mail\***: muhammadiqbal@undikma.ac.id

**Abstract:** School library management with conventional systems is time-consuming and ineffective. This study aims to develop a development model for SMAN 1 Lingsar library standard components based on SNP. The method used is research and development with observation and FGD as data collection techniques. The results include the addition of book collections from student grants, improvement of facilities and infrastructure, optimization of services with barcode applications, technical training, funding from the West Lombok Regency Library, and development through book review competitions and automatic inventory. Suggestions are provided for implementing this model to meet school library standards.enm

## Introduction

Darmono (2007: 2) states that a library is a form of learning resource organization that collects various information in the form of books and non-books that can be utilized by users (teachers, students, and the community) to develop their abilities and skills. Based on the results of a preliminary study conducted by the researcher, it was obtained that the SMAN 1 Lingsar library is one of the learning resources that can be utilized by teachers and students to obtain library materials for science and information.

However, when conducting in-depth observations, factual conditions related to library standard components were found, including: (1) Library collections: Procurement of textbook collections, educator guidebooks, reference books, fiction books, serial collections, and digital collections currently relies on government assistance; (2) facilities and infrastructure are not yet complete, the library room is on the second floor so it takes time for students and teachers to access it; (3) The infrastructure needed for searching and processing data and online and offline services is still limited, as indicated by the facilities found by researchers which are still lacking, especially technology-based facilities such as digital libraries and the use of barcodes for book collection attributes; (4) library staff: The availability of library staff does not meet the minimum needs, both in terms of ability and quantity.

The expertise and skills of staff in the application of information and communication technology are still lacking, as indicated by the use of conventional systems between librarians and users, including students, in carrying out transaction and circulation processes, so it seems slow. The above phenomenon shows that the management of the school library at SMAN 1

Lingsar has not been running optimally, tends to use a conventional system, and is less effective and efficient. Strengthened by the opinion of Sutarno (2006: 79-120) that the management and development of school libraries include aspects of organizational structure, collection aspects, service aspects, facilities, and infrastructure aspects, human resources aspects, budget aspects, and managerial aspects. The development model of school library standard components based on national library standards is to develop six components of school library standards including book collections, supporting facilities and infrastructure, services, library staff, funding, and real stages of management and development to maximize the function of the library for users.

**Research Method**

This research design uses a qualitative descriptive approach. Used to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, and people individually or in groups. The design of the development model for standard components of the school library at SMAN 1 Lingsar includes six components, namely: 1) School library book collection; 2) Facilities and Infrastructure; 3) Services; 4) Library Personnel; 5) Funding and 6) Management and Development. This research activity was conducted at SMAN 1 Lingsar, West Lombok Regency. The primary data sources in this study are the principal, the head of the library, and the librarian. The secondary data sources are in the form of documents about the existing library components, namely: 1) School library book collections; 2) Facilities and Infrastructure; 3) Services; 4) Library Staff; 5) Funding, and 6) Management and development.

Data collection techniques in this study used: 1) Observation The need for a development model for school library standard components at SMA Negeri 1 Lingsar was obtained by researchers through data collection activities on six components of school library standards based on Law Number 24/2007 on minimum service standards for school libraries, namely collections, facilities and infrastructure, services, library staff, funding, and management and development. Observations were made on the six components of school library standards to determine the condition of each component. From the results of the SWOT analysis, it can be seen that the weaknesses of the school library components are that library services have not implemented information technology. It is known that of the six components of the school library standards, it turns out that the service component obtained the lowest score when compared to other components. 2) Focus Group Discussion (FGD) Focus group discussion, or Focus Group Discussion (FGD), is used to draw conclusions on inter-subjective meanings that are difficult to interpret by researchers themselves because they are hindered by their subjective urges. In the context of this research, FGD is used to compare information from several informants, for example, teachers, librarians, and principals.

The data obtained after the research in the form of school library service quality scores, SWOT observation results matriculation and FGD activity conclusions were analyzed to obtain answers to the problems formulated in this study. The analysis used is the Miles and Huberman interactive model analysis with data validity using source triangulation. Using three activity flows that occur simultaneously, namely data reduction, data presentation, and concluding/verification.
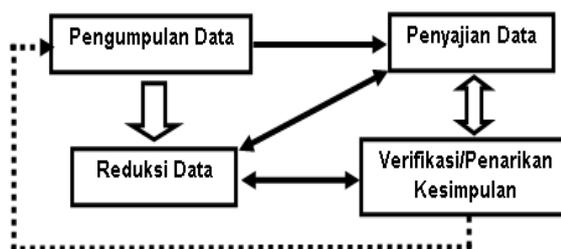
Figure 1. Research flow

The researcher attempts to produce a product, namely a development model for school library standard components in the form of adding collections, completing facilities and infrastructure, providing technical guidance for library technical staff, submitting assistance, management, and development in the form of service automation which is then tested and validated. This Research and Development study is intended to examine the development model for library standard components which will later facilitate library staff in managing circulation services.

The ultimate goal of this study is to compile a new model for developing library standard components. According to Sugiyono (2010: 312-316) there are ten steps of research and development. By the characteristics of the research subjects, six development steps were selected including the stages of preliminary studies and development studies. The activities include product design by formulating a development model, providing input on each component of school library standard management, validating the school library management development model through expert judgment, namely FGD activities, then revising the model design collaboratively, the results of expert judgment, then the model is validated.

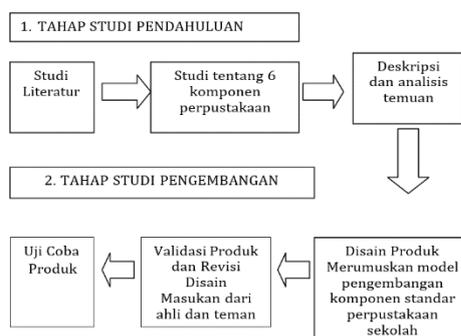Furthermore, this study only used six steps, explained in the following image.



Figure 2. R&D Research Procedure Chart

**Result and Discussion**
Research Results
**Implementation of Focus Group Discussion (FGD) on Initial Conditions of SMAN 1 Lingsar Library**

The first stage of FGD was held on Wednesday, July 24, 2024, at the SMAN 1 Lingsar library. Participants in the first stage of the Focus Group Discussion were the Principal, the Head of the Library, one librarian, and ten teachers with a total of 13 FGD participants. The initial stage began with remarks from the principal who allowed the FGD participants to examine and find weaknesses or deficiencies in school library management. This was

followed by remarks from the head of the research team who explained the purpose of the FGD as a method of data mining so that the initial information data was more accurate.

Then the researcher explained the research objectives and asked the forum members to find problems related to the six components of the library standards at SMAN 1 Lingsar. The researcher also presented the phenomena in the field that were seen and felt related to library management at SMAN 1 Lingsar. The researcher distributed nine questions that adapted the six SNP components in the FGD forum which had to be read, filled in, discussed, and concluded by all FGD participants so that a conclusion was obtained on the picture or profile of the initial conditions of school library management.

The first stage of the FGD also discussed the results of the SWOT analysis that had been prepared by the researcher. The results of the SWOT analysis stated that the dominant weaknesses in library services were slow and conventional, while the dominant potential was in librarians who had met the library education classification. A clearer picture or profile of the initial conditions of the school library components is presented as a result of the first stage of the FGD as in the following table:

Table 1. FGD Matrix Initial Conditions of School Library Components

| No. | Question | Conclusion |
|---|---|---|
| 1. | Responses regarding the availability of book collections owned by the SMAN 1 Lingsar library | Textbooks<br>Educator's guidebooks<br>Reference books<br>Fiction books<br>Serial collections<br>Digital collections Procurement of collections from schools, government assistance |
| 2. | Responses regarding the facilities and infrastructure owned by the SMAN 1 Lingsar library | Space on the second floor<br>Lack of table and chair furniture<br>Technology facilities are available but incomplete<br>Educational media is incomplete<br>Other equipment for printing is lacking |
| 3. | Responses regarding the services provided by the SMAN 1 Lingsar library to users | Less than optimal<br>There are service procedures<br>Circulation is still manual<br>Utilizing library resources<br>Some refer to SNP<br>There is no cooperation between libraries<br>Limited online catalog |
| 4. | Responses regarding the library staff that the SMAN 1 Lingsar Library has | Head of Library<br>Librarian |
| 5. | Responses regarding operational funding that has been owned by the SMAN 1 Lingsar library | APBN (BOS)<br>APBD<br>No funds from:<br>Committee<br>Community donations<br>Cooperation<br>Foreign aid |

| | | Service business results |
|---|---|---|
| 6. | Responses regarding the management and development of school libraries that have been implemented by the SMAN 1 Lingsar library so far | Libraries rarely participate in book review writing competitions |
| 7. | The dominant weaknesses of the SMAN 1 Lingsar library | Library services are slow and long-winded. This is because the school library service still uses a conventional system by manually recording/writing in a borrowing book for borrowing and returning books. |
| 8. | What are the dominant advantages of the SMAN 1 Lingsar library? | Some librarians have fulfilled the library education classification. |
| 9. | Criticism and suggestions regarding the management and development of school libraries that the SMAN 1 Lingsar library has carried out. | Optimizing existing digital libraries Management and development to implement automation and IT applications Gradual use of library cards equipped with barcodes for book circulation |

Source: Processed Primary Data from 2024 Research

Researchers also asked expert lecturers for consideration in formulating the results of the first stage of FGD. It was stated that management and development should implement automation and information technology applications, such as the use of student library cards equipped with barcodes in stages for book circulation. The suggestions were then included in the development model of the SMAN 1 Lingsar library standard components.

Table 2.SWOT Analysis Calculation of SMAN 1 Lingsar Final IFAS and EFAS Scores

| IFAS (Internal Factor Matrix Analysis Summary) | | EFAS (External Factor Analysis Summary Matrix) | |
|---|---|---|---|
| Total Strength Score (S) | 3,10 | Total Chance Score (O) | 3,40 |
| Total Weakness score (W) | 2,70 | Total Threat Score (T) | 2,80 |
| S-W | 0,40 | O - T | 0,60 |

Based on the results of the analysis of the strength quadrant data (S) above, it was found that FGD participants gave a score of 4 for component one librarian who meets educational qualifications. This means that the librarian has expertise and skills according to the field they are pursuing, namely becoming a librarian at the SMAN 1 Lingsar library. FGD participants think that the librarian has met the required educational qualifications, has library knowledge, and has the skills to manage a school library. This factor is considered to be a strength to improve the quality of school library services. This factor is given a weight of 0.20 and a score of 4. The principal's concern factor is considered to have a positive influence on the management of the school library by the components of the school library standards. This is a form of support for the formal organizational structure

of the library that the leadership supports the development of school libraries with a weight of 0.30 and a score of 3. The library building factor is considered to have met the standards for school library facilities and infrastructure with a weight of 0.20 and a score of 3. Furthermore, the collection of textbooks is considered to have met the components of the school library standard that the library in the school environment has the function of providing a collection of textbooks for students with a weight of 0.20 and a score of 3.

The factor of financing and operational funds originating from the APBN/APBD/Committee is considered to meet the components of the library standard because legally and formally the main financing of the school library is under the official auspices of the APBN/APBD/Committee with a weight of 0.10 and a score of 2. The weakness factor is that it is known that the management of the SMAN 1 Lingsar library has not utilized IT in its entirety. The library uses a conventional service system that takes a lot of time, is long-winded, and is ineffective. This component is given a weight of 0.30 and a score of 4 which causes the management of the library standard component to not run optimally even though currently the implementation of the IT system is a need and demand for modern, innovative, and creative library management that must be implemented to optimize the function of the school library for users. The components and procurement of supporting library facilities and infrastructure are the next weakness factors with a weight of 0.20 and a score of 4. The completeness of library facilities and infrastructure is influenced by the allocation of funds. The greater the funds allocated, the more complete the facilities and infrastructure that can be owned, conversely, the smaller the allocation of funds, the fewer facilities and infrastructure owned.

The results of the opportunity quadrant data analysis can be explained by the factor of sending library staff to participate in technical guidance. This component is an opportunity factor because it can improve the knowledge, skills, and abilities of library staff in carrying out their duties and obligations. This factor was given a weight of 0.40 by the FGD participants with a score of 4. Furthermore, cooperation with regional libraries is considered a great opportunity because it can help with funding by adding collections with a weight of 0.30 and a score of 3. The third factor is cooperation with other institutions because it can increase the availability of library collections with a weight of 0.30 and a score of 3.

The biggest threat based on the library standard component matrix above is that conventional library cards are still used, namely paper cards. This is considered the main threat because if paper cards are still used and the conventional system is maintained, library management will not be optimal and will not be able to meet the six components of school library standards. This factor is given a weight of 0.30 with a score of 3. It is difficult to track lost books because the automation system has not been maximized with a weight of 0.30 and a score of 3. The fact that teachers and employees do not all care about the development of the library is considered an obstacle that hinders the management of the school library with a weight of 0.20 and a score of 2. The collection of old published textbooks is also an obstacle to meeting the library standard components with a weight of 0.20 and a score of 3.

Based on the SWOT analysis calculation, it can be seen that the total strength score of 3.10 is reduced by the total weakness score of 2.70 with a result of 0.40. The total opportunity score of 3.40 is reduced by the total threat score of 2.80 with a result of 0.60. It can be stated that the standard component of the school library, namely library services, has not implemented IT. It is also known that there are librarians who meet the library education qualifications. This can be used as a strength to improve school library services.

**Implementation of Focus Group Discussion (FGD) on the Development Model of Library Standard Components of SMAN 1 Lingsar**

The second stage of FGD was held on Saturday, August 24, 2024, at the SMAN 1 Lingsar Hall. The FGD started at 09.30 am until 11.30 WITA. Participants in the second stage of the Focus Group Discussion were the principal, one head of the library, one librarian, and ten teachers with a total of 13 FGD participants. The FGD resource persons were Dr. Muhammad Iqbal, M.Pd., and the principal Mr. Mahmud, S.Pd., M.Si. As the moderator Mr. Hardiansyah, M.M.Pd. and the notary by Mrs. Wiwien Kurniawati, M.Pd.

The initial stage began with a speech from the principal who allowed the FGD participants to find a library standard component development model. Continued by the remarks from the head of the Research team who was also the leader of the FGD and explained the purpose of the second stage of the FGD to find an appropriate and applicable model for developing school library standard components. Then the researcher explained the model for developing school library standard components based on the results of the FGD in the first stage and asked the forum members to formulate a model for developing SMAN 1 Lingsar library standard components. The researcher distributed six questions containing input for the six library standard components that must be read, filled in, discussed, and concluded by all FGD participants so that a model for developing school library standard components was obtained. The results of the second FGD are presented more clearly containing a model for developing school library standard components as in the following table:

Table 3. FGD Matrix for Developing School Library Standard Components

| No. | Statement | Conclusion |
|-----|-----------|------------|
| 1. | Suggestions regarding the availability of collections in the SMAN 1 Lingsar library | Textbooks<br>Educator's guidebooks<br>Reference books<br>Fiction books<br>Serial collections<br>Digital collections Procurement of collections from schools, government assistance, and collections of fiction books donated by students |
| 2. | Suggestions regarding facilities and infrastructure in the SMAN 1 Lingsar library | Room on the second floor<br>Information technology furniture is equipped<br>Educational media is lacking Addition of Epson L360 black and color printer facilities and cartridges |
| 3. | Suggestions regarding SMAN 1 Lingsar library services to users | Gradually improve quality<br>There are procedures for Circulation services with automation<br>Utilize library resources<br>Gradually refer to SNP<br>Establish cooperation between libraries |

**Jurnal Teknologi Pendidikan:**
*Jurnal Penelitian dan Pengembangan Pembelajaran*
*https://e-journal.undikma.ac.id/index.php/jtp/index*

*Januari 2025. Vol. 10 No. 1*
*E-ISSN: 2656-1417*
*P-ISSN: 2503-0602*
*pp. 95-106*

| | | Online catalogs are developed |
|---|---|---|
| 4. | Suggestions regarding the library staff of SMAN 1 Lingsar | Head of Library<br>Librarian (sent for technical guidance) |
| 5. | Suggestions regarding sources of operational funding for the SMAN 1 Lingsar library | APBN (BOS)<br>APBD<br>Submission of assistance to the West Lombok Regency Library |
| 6. | Suggestions regarding library management and development that the SMAN 1 Lingsar library should implement | The library participates in a book review writing competition at least once a year<br>Serial collections are gradually given barcodes<br>Digital collections are inventoried automatically |

Source: Processed 2024 Primary Data

Based on the results of the FGD regarding input on the six components of the school library SNP, the researcher drew conclusions to be used as a model for developing the standard components of the SMAN 1 Lingsar library. The researcher in compiling the development model also asked for consideration from the supervising lecturer and expert lecturer to validate the development model to be applied. The following are the results of the validation of the development model from the expert lecturer: (1) Law Number 43 of the Library with the SMAN 1 Lingsar library automation development model is appropriate; (2) the development of fiction book collections at SMAN 1 Lingsar comes from grants from library students; (3) the development of facilities and infrastructure in the form of procuring black and color Epson L360 printer cartridge; (4) the development of IT-based services at SMAN 1 Lingsar is by the SNP; (5) the development of the skills of the SMAN 1 Lingsar library's technical staff by participating in technical guidance; (6) the development of operational funding sources in the form of submitting assistance to the regional library is appropriate and can be done; (7) the development of automatic digital collection inventory, the provision of barcodes and participation in book review competitions held by the SMAN 1 Lingsar library is appropriate and can be done. Based on the above information, experts or expert lecturers suggest that the development model for standard components of school libraries at SMAN 1 Lingsar be declared valid and ready to be continued for limited trials.

1. **Development Model**
**Product Design and Development Model of Standard Components of SMAN 1 Lingsar School Library**

Six standard library components can be developed according to school conditions. The library book collection procurement component that relies on school purchases and government assistance can be obtained from fiction books donated by students, teachers, and school staff. The development of the book collection component was carried out by 30 students of class XI IPA 2 by donating fiction readings in the form of novels. From this activity, 7 novels were obtained. The development of the facilities and infrastructure components was carried out by adding black and color Epson L360 cartridge facilities. The development has been carried out and the results are felt, namely printing color photos of

SMAN 1 Lingsar library membership cards.

The development of library services with the gradual implementation of automated circulation does not depend on manual notes or writing. Online catalogs have begun to be used so that students can access circulation services using an internet connection, without having to come directly, queue and fight at the book catalog table. Cooperation has been carried out with the West Lombok Regency Library to assist in the procurement and lending of book collections.

Development of library personnel by sending two technical personnel to participate in technical guidance. The technical guidance material in the form of book processing, circulation services, library administration, and selling is intended to improve library competence. Development of funding components in the form of submitting assistance to the West Lombok Regency Library. This component can be implemented in the form of assistance for borrowing book collections.

Development of school library management and development is by; (1) active participation in book review writing competitions at least once a year; (2) Providing barcodes to serial collections; (3) inventorying digital collections in semester I of the 2024/2025 school year.

A clearer model for developing school library standard components at SMAN 1 Lingsar is presented in the following
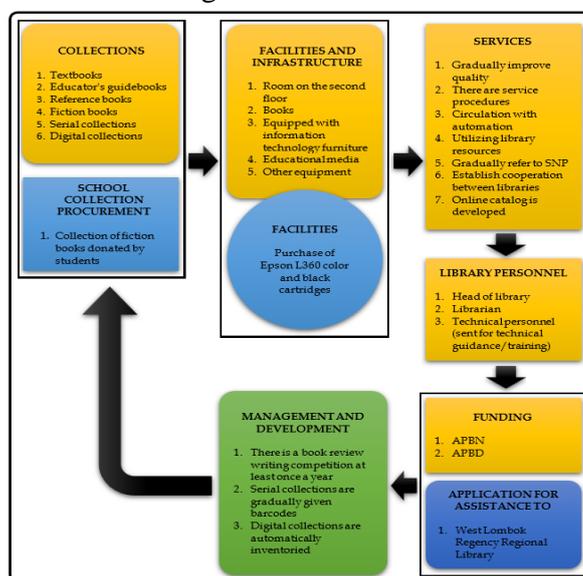


Figure 3. model for developing school library

## 2. Product Validation and Model Revision

The product design in the form of a digital library membership card was created, then continued with design validation by considering input from expert lecturers and colleagues. The design validation carried out by expert designers and colleagues stated that: (1) the prototype of the digital library membership card is suitable for testing on library members; (2) the product prototype is by the SNP of school libraries; (3) rationally and effectively improves the management and development of library services in terms of time and effort.

Limited Trial of the School Library Standard Component Development Model Product
The prototype of the school library component development model product is the

SMAN 1 Lingsar digital membership card. The card has information on the front such as the name of the school, student, ID, validity period, student photo, head of the library, and barcode code. On the back are library regulations. The digital card is made by determining the code on the book and inputting it into the system, which will convert it into a barcode. The barcode is printed onto sticker paper and attached to each book. The use of barcodes makes it easier for library staff to record data on borrowing and returning books by students. An example of a digital library membership card developed at SMAN 1 Lingsar can be seen. The barcode coding system is an effective and reliable method of identifying and entering information into a computer-based information system.

The digital library membership card model has been completed and printed for trial to students of class XI IPA 2. In the trial, students used the digital card to borrow and return books. The results showed the effectiveness of the digital card, with students being able to use the card on the barcode reader without queuing. This model can improve library function and reduce queues and service time.

## 3. Improvement Evaluation

The trial of the use of the digital library card on 30 students at SMAN 1 Lingsar identified the advantages and disadvantages of using the card. The results can be used as a reference for improvement. The use of the digital library membership card provides efficiency in time and energy for officers because the process of borrowing and returning books is faster and easier. Compared to the previous manual process, the digital card allows students to only submit the card and book, then the officer will carry out the next process using the barcode reader. The use of digital cards also makes it easier for library managers to provide services efficiently.

**Discussion**

The development of collection components, which initially only provided book collections from the government and schools, can also involve students in donating collections of fiction/novels. This component has been implemented with a grant for a collection of 5 fiction books from students. The development of facilities and infrastructure components, which initially had limitations in printing, are equipped with black and color cartridge facilities for Epson L360 printers so that school libraries can print color photos independently. The operational funding source component, which relies on funding sources from the APBN and APBD, was developed by submitting assistance to the regional library of West Lombok Regency.

The form of product for developing standard library components that can be implemented at SMAN 1 Lingsar is in the form of making digital library membership cards equipped with barcodes. The creation of the card as a product has represented the development model of six standard library components that are interrelated and inseparable. The weaknesses of the SMAN 1 Lingsar library service, which has tended to use a conventional system, can be overcome with a library automation system using digital library cards and barcodes. This condition can be overcome by sending library technical staff to participate in library technical guidance to improve the competence of library staff in the field of digital library automation services.

Library service activities with students coming to the librarian's desk to borrow books, then the officer manually writes the borrowed book data (book code and title) into an Excel file, which takes a lot of time and can cause long queues. The new system designed to simplify library service activities at SMAN 1 Lingsar utilizes barcode technology. The presence of a

barcode scanner in library service activities helps library officers not need to record transactions manually, simply scan the collection of books borrowed/returned, and the data is directly managed in the database system. The effectiveness of the product model for developing library service standards in the form of using digital library cards at SMAN 1 Lingsar can be seen from the comparison of service activities for borrowing and returning books which originally took approximately 3 minutes because officers had to write manually into the borrowing book. With the barcode system, officers only need to scan the barcode, which takes less than 1 minute.

## Conclusion

The conclusion of this study has produced a development model for library standard components at SMAN 1 Lingsar based on national library standards. The development of collection components at SMAN 1 Lingsar now involves students donating fiction books, with the realization of a grant of 5 books. Facilities and infrastructure have been improved with an Epson L360 printer that allows the library to print color photos independently. The source of operational funds that previously only depended on the APBN and APBD now also receives assistance from the West Lombok Regional Library. As part of the development of library standards, the creation of digital membership cards with barcodes has been carried out. This new system will help overcome the weaknesses of conventional services, which often take a long time due to manual recording. With training for library staff, it is hoped that competence in automation services will increase. The use of barcode scanners is expected to speed up the borrowing and returning of books, reducing the time from 3 minutes to less than 1 minute for each transaction, thereby reducing long queues in the library.

## Recommendation

As a recommendation from the development model of the SMAN 1 Lingsar library standard component based on national library standards, it is necessary to carry out the procurement of 6 standards in stages and a structured manner according to the results of the evaluation table, thus making it easier for schools and libraries.

## Acknowledgment

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