At Tadbir: Islamic Education Management Journal
Vol. 4, No. 2 November 2026. pp. 341-356
E-ISSN: 3021-8098
DOI: https://doi.org/10.54437/attadbir.v4i2.3787

The Role of Librarians in Collection Management and the Use of Information Technology in Library Services

Siti Khopipah [1*], Solechan [1], Zahrotun Ni'mah Afif [1], Mar'atul Azizah [1], Sunardi [1], Ely Mufidah [2], Tuannuriham Tuanbuesa [3]

[1.] Institut Agama Islam Al Urwatul Wutsqo Jombang, Indonesia
[2.] MTsN 2 Sidoarjo, Indonesia
[3.] Al-Rahmanwitya School Narathiwat, Thailand
Corresponding Author: zahrotunnikmah@uwj.ac.id

Received: 17-09-2026	Revised: 16-10-2026	Accepted:18-10-2026	Published: 2-11-2026

Abstract. Advances in information technology have prompted school libraries to adapt their collection management and services to users' needs. In this context, the role of librarians extends beyond collection management to include the utilisation of information technology in the delivery of library services. This study aims to examine the role of librarians in collection management and the utilisation of information technology in library services, as well as to identify the supporting and inhibiting factors. The study employs a descriptive qualitative approach, with data collection techniques including interviews, observation and documentation. The results of the study indicate that librarians play a role in collection management through inventorying, classification, labelling, data entry and the organisation of the collection. Information technology is utilised to support collection searches, the borrowing and returning of books, and the guidance of students in using the library system. The implementation of collection management and services is supported by the availability of adequate facilities and collections, whilst constraints include a shortage of library staff, time constraints, and dependence on Wi-Fi networks. Librarians play a role in integrating collection management with the use of information technology in library services, although its implementation still faces limitations in terms of resources and network infrastructure.

Keywords: Librarians; Collection Management; Information Technology; Library Services

Abstrak. *Perkembangan teknologi informasi mendorong perpustakaan sekolah menyesuaikan pengelolaan koleksi dan layanan dengan kebutuhan pengguna. Dalam konteks tersebut, peran pustakawan tidak hanya berkaitan dengan pengelolaan koleksi, tetapi juga pemanfaatan teknologi informasi dalam penyelenggaraan layanan perpustakaan. Penelitian ini bertujuan untuk mengkaji peran pustakawan dalam pengelolaan koleksi dan pemanfaatan teknologi informasi pada layanan perpustakaan serta mengidentifikasi faktor pendukung dan penghambatnya. Penelitian menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa pustakawan berperan dalam pengelolaan koleksi melalui inventarisasi, klasifikasi, pemberian label, entri data, dan penataan koleksi. Pemanfaatan teknologi informasi dilakukan untuk mendukung penelusuran koleksi, peminjaman dan pengembalian buku, serta pendampingan siswa dalam penggunaan sistem perpustakaan. Pelaksanaan pengelolaan koleksi dan layanan didukung oleh ketersediaan sarana dan koleksi yang memadai, sedangkan faktor penghambat meliputi keterbatasan tenaga pustakawan, waktu, dan ketergantungan pada jaringan Wi-Fi. Pustakawan berperan dalam mengintegrasikan pengelolaan koleksi dengan pemanfaatan teknologi informasi pada layanan perpustakaan, meskipun pelaksanaannya masih menghadapi keterbatasan sumber daya dan infrastruktur jaringan.*

Kata Kunci: *Pustakawan; Pengelolaan Koleksi; Teknologi Informasi; Layanan Perpustakaan.*

This is an open-access article under the CC BY-SA license

Copyright: © 2026 by the authors.
Licensee LP3M Al-Urwatul Wutsqo Jombang, Indonesia. This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution-ShareAlike (CC BY-SA) license (https://creativecommons.org/licenses/by-sa/4.0/)

INTRODUCTION

The school library is one of the learning resources that provides information to support the learning process for pupils and teachers (Budiarto, 2023; Leni, 2024). Library management is not only concerned with the availability of the collection, but also with how that collection is organised and made available so that it can be found and used effectively by library users. Advances in information technology have brought about changes in library management and services, ranging from collection data processing and information retrieval to circulation services (Arum & Marfianti, 2021a; Sintasari & Albaina, 2024). These changes have broadened the demands placed on librarians, as library management now requires not only technical skills in managing library materials, but also the ability to utilise information technology to support users' needs. In this context, librarians play a vital role as collection managers, service providers and liaisons between information sources and library users.

A number of studies have highlighted changes in the roles of libraries and librarians as a result of developments in information technology. Research by (Azizah dkk., 2025; Oktavia, 2024) shows that digital technology has transformed library management, operations and the user experience through various forms of digital services, but its implementation still faces challenges relating to costs, training and infrastructure. Research (Deriana dkk., 2025; Fahrizandi, 2020) emphasises that advances in information technology require librarians to possess digital skills, the ability to manage information resources, and the ability to use technology to improve the quality of service. These findings indicate that technology offers opportunities to enhance the effectiveness of library services, but its success remains dependent on librarians' ability to operate and utilise that technology.

Other studies have examined, more specifically, the use of technology in school libraries. The studies carried out (Rabani dkk., 2022; Yanti & Rahmah, 2025) focuses on improving school librarians' ability to use SLiMS to support library management, particularly in the areas of automation, circulation and reporting. A follow-up study by (Irawan dkk., 2022) examined the implementation of digital school libraries and demonstrated that the adoption of technology still faces challenges relating to human resources, infrastructure, budget and network connectivity. Meanwhile, (Solechan, 2021) indicate that information technology has been utilised in various school library activities, including the processing of library materials and the provision of information services. These studies demonstrate that information technology has become an integral part of the development of school library management and services, whilst also highlighting the importance of librarians' skills and the provision of facilities in its implementation.

Although previous research has addressed the use of technology, librarians' competencies, the implementation of digital libraries, and the use of automation systems such as SLiMS, the role of librarians in linking collection management with the use of information technology in the delivery of library services has not yet been a primary focus. Research on SLiMS, for example, places greater emphasis on software proficiency, whilst studies on digital libraries tend to focus

more on system implementation and the barriers to its adoption (Saifullah dkk., 2025). Similarly, studies on school library services have tended to focus more on the nature and development of these services (Hidayah dkk., 2024). Consequently, there has not yet been a sufficient explanation of how librarians carry out their roles in an integrated manner from collection management and the use of information technology systems to the provision of services and user support particularly when library services have not yet fully transitioned from manual procedures to digital systems.

In light of these circumstances, this study examines the role of librarians not only as managers of collections, but as key figures who link collection management with the use of information technology in library services. This focus encompasses how librarians manage collections, utilise technology in service delivery, and assist users in using technology-based services. This study also considers the conditions that support and hinder the fulfilment of this role, as the utilisation of technology is determined not only by the availability of systems, but also by the librarians' expertise, time, facilities, and networks. This perspective provides a more comprehensive picture of collection management practices and library services when technology is used alongside manual procedures.

Based on the above, this study aims to examine the role of librarians in collection management and the utilisation of information technology in library services, as well as to identify the supporting and hindering factors in their implementation. This study makes an empirical contribution by demonstrating the interrelationship between collection management, the role of librarians, and the utilisation of information technology in the delivery of library services. Thus, this study not only highlights the use of technology in libraries but also explains how librarians implement and integrate this technology into their practices of collection management and service delivery to library users.

METHODS

This study employs a descriptive qualitative approach to examine the role of librarians in collection management and the use of information technology in library services. The research was conducted at the library of SMPN 1 Mojowarno, Jombang. The research informants comprised the headteacher, librarians/library managers, and pupils. The selection of informants was based on their involvement in the management and utilisation of library services. The focus of the study included collection management, the use of information technology in services, as well as the factors supporting and hindering their implementation. A qualitative approach was used to understand the phenomena based on the conditions and experiences of the informants in the field (Creswell & Poth, 2017; Tisdell dkk., 2025).

Data were collected through interviews, observation and documentation. Interviews were conducted with informants to obtain information regarding librarians' activities in managing collections, using information technology, providing services, and dealing with supporting and hindering factors. Observations were carried out by directly observing collection management and library service activities, whilst documentation was used to supplement the research data. Data validity was ensured through triangulation of sources and techniques by comparing information obtained from interviews, observations and documentation (Lincoln & Guba, 1985).

The data was analysed using an interactive model (Miles dkk., 2014) through three stages, namely data condensation, data presentation, and the drawing and verification of conclusions. The data obtained from interviews, observations and documentation were selected and grouped according to the research focus, then presented based on the themes of the librarian's role and the

supporting and hindering factors. Subsequently, conclusions were drawn and verified by comparing data from various sources and data collection techniques.

RESEARCH FINDINGS AND DISCUSSION

Results

The Role of Librarians in Collection Management and the Use of Information Technology in Library Services

The role of librarians in managing the collection and providing library services extends from the processing of the collection right through to its use by pupils. Collection management involves data entry, numbering and labelling, classification, and arranging books on the shelves. These processes form part of a librarian's duties to ensure the collection is organised and ready for use in library services. The librarian explains the process as follows: *"When a book arrives, it is first entered into the library system; secondly, once the entry is complete, we attach a label to it, so each book has a different number. Only then is it arranged and classified according to its designated shelf."*

This statement indicates that collection management is carried out in a sequence of stages. Books received are first recorded in the system, then assigned an identification number and classified before being placed on the shelves. Observations of library activities reveal that the collection is organised in accordance with its classification. Consequently, collection processing forms an integral part of library services, as the organisation of the collection is key to users' ability to locate library materials.

Librarians' involvement does not stop at processing and organising the collection. When pupils use the collection, librarians provide assistance with finding books and using library services. One pupil explained:

> *"It's really helpful. For example, there are some books that aren't handed out straight away such as Javanese language books, which are in limited supply so they're kept in the library. Sometimes, when they're returned, they aren't put back in their original place, so the librarians are always there to help find them here and there. It's really helpful, and the same goes for digital resources if you're not sure how to use them, they'll show you how."*

This information demonstrates the librarians' direct involvement in assisting users. Librarians help pupils locate items that are not in their original positions, whilst also providing guidance when pupils encounter difficulties in using digital services. Thus, in practice, collection management is directly linked to service provision and user needs. The use of information technology is evident in the book-lending process via the SLiMS application and the use of barcodes. A librarian explained, *"We use the SLiMS application provided by the regional public library, so students simply need to scan the barcode if they wish to borrow a book."*

The use of this technology is supported by documentation in the form of student codes, screenshots of the SLiMS application, the borrowing process and borrowing reports. The librarian also explained that the service is delivered using a semi-digital model, which combines the use of devices and applications with face-to-face service.



Figure 1. Supporting pupils in the use of information technology

The documentation shows librarians assisting pupils in using computer equipment in the library. The presence of librarians during these activities reinforces the informants' statements that the use of technology is not merely about operating the system, but also requires guidance for pupils as service users.

This semi-digital model indicates that the use of technology has not yet replaced the direct service provided by librarians. Technology is used to assist with the recording and lending processes, whilst librarians continue to play a role in guiding pupils and ensuring that service processes are accessible to users.

The librarians' role also encompasses the evaluation and development of the collection. The determination of the required collection takes into account the pupils' needs and borrowing rates. The librarians explained that books used for learning are provided based on the pupils' needs, whilst supplementary books such as novels are considered based on borrowing figures. Evaluations are carried out routinely in conjunction with the facilities and equipment officer and the headteacher, discussing trends in borrowing figures and the library's needs.

This involvement demonstrates that librarians not only manage the existing collection but also gather information from the use of the collection to determine the library's development needs. Thus, collection management operates as a continuous process: the collection is processed and organised, utilised through services, and then evaluated based on needs and usage.

Supporting and Hindering Factors in Collection Management and the Use of Information Technology

The availability of facilities and collections is a key factor in supporting library management and services. Computers, scanners, printers, bookshelves and a relatively comprehensive collection are utilised to support collection management, record-keeping and services for pupils.

On the other hand, limited staff and time pose obstacles to the delivery of services. The library is managed by a single librarian, whilst the librarian also has duties outside the library. This situation is reflected in the students' views : *"The obstacle might be limited time, because usually during lesson hours the librarian might be out on official business"*.

This statement shows that time constraints do not stem solely from library service activities, but also from other duties that the librarian must carry out. Furthermore, technology-based services

remain dependent on the Wi-Fi network. When the network experiences disruptions, the processes of borrowing, searching for data, and managing the collection via the system are also hampered.

Table 1. Research Findings

Research Focus	Findings	Research Findings
The role of librarians in collection management and the use of information technology in library services	Collection management	Librarians carry out data entry, numbering and labelling, classification, and arranging books on the shelves.
	Student support and guidance	Librarians help pupils find items in the collection and provide assistance when pupils have difficulty using digital services.
	The use of information technology	Librarians use the SLiMS application and barcodes in the lending process. The service still combines the use of technology with face-to-face service.
	Collection evaluation and development	Librarians take into account students' needs and borrowing figures when evaluating and developing the collection. Evaluations are carried out through regular meetings.
Factors that facilitate and hinder the management of collections and the use of information technology	Supporting factors	The availability of computers, scanners, printers, bookshelves and the collection supports the library's management and service activities.
	Barriers	Limited staff and time are a challenge, as the library is run by a single librarian who also has duties outside the library.
	Network issues	Services that use technology experience problems when the Wi-Fi network is disrupted.

DISCUSSION

The Role of Librarians in Collection Management and the Use of Information Technology in Library Services

The role of librarians in school library services encompasses both the management of the collection and the provision of support to users in utilising information. This management begins with the processing of the collection prior to its use by pupils. Librarians carry out data entry, numbering and labelling, classification, and the arrangement of books on the shelves. This series of tasks positions librarians as the key figures in ensuring that the collection can be identified, organised and utilised in library services.

Leni explained that the management of information resources is a series of tasks carried out by librarians from the moment materials are received until they are ready to be made available to users, including inventorying, classification, cataloguing and labelling (Leni, 2024). The practices observed demonstrated this process through data entry, numbering and labelling, classification,

and the arrangement of books. The alignment between these concepts and on-the-ground practice shows that the technical work of collection management remains an important part of a librarian's role in school libraries. However, the collection management observed does not stop at the arrangement of materials. The processed collection is subsequently utilised in service delivery and forms part of the librarian's interaction with pupils.

This situation is linked to the view that (Loar & Setiawati, 2023; Yuliana & Nurhasanah, 2021) which positions librarians not only as managers and organisers of library materials, but also as information providers and service deliverers to meet users' needs. In this study, this relationship was evident when librarians helped students find the books they needed and provided assistance when students encountered difficulties using digital services. Consequently, the role of librarians has shifted from collection management towards facilitating users' access to the collection (Widiyawati & Adiono, 2020). Collection management forms the basis for service provision, whilst interaction with students enables librarians to ensure that the collection and services are used in line with needs.

The use of information technology is another aspect of fulfilling this role. The library uses the SLiMS application and barcodes in the lending process. The use of this technology reflects a change in the way services are delivered, particularly in the recording and lending of the collection (Andrianto dkk., 2025). However, technology does not replace the involvement of librarians. Students who experience difficulties in using digital services still receive direct assistance. This situation demonstrates that the use of technology in library services is facilitated by the interplay between digital systems and the role of librarians as user support staff (Amalia dkk., 2025).

These findings can be placed within the context of the study (Suharti & Mariam, 2025) which examines the use of SLiMS in school library management. The use of SLiMS in this study demonstrates the role of technology as a tool for library automation (Ilmi & Handayani, 2022). Meanwhile, this study shows that the use of SLiMS is not only related to the automation of management, but is also linked to services provided to students. Librarians continue to play a role when users interact with the system. This demonstrates that technology serves as a tool in the delivery of services, whilst the functions of service provision and support remain the responsibility of librarians.

This aspect is also relevant to the study (Wahyono & Rofi'i, 2023) which identifies the ability to use information technology as one of the competencies required of librarians in a digital environment. In the context of this study, this ability is evident not only in the use of SLiMS and barcodes, but also in the librarians' involvement in assisting students with digital services. In other words, the use of technology requires librarians to perform two functions simultaneously: operating the systems used in service delivery and assisting users when they encounter difficulties in using them (Ridwan dkk., 2021).

The role of librarians is also evident in the evaluation and development of the collection. Pupils' needs and borrowing figures are taken into account when determining the required collection, whilst evaluation is carried out through regular meetings. This demonstrates that the information gained from the use of the collection is subsequently utilised in the library management process (Arum & Marfianti, 2021). Collection management is therefore not static, but is linked to users' needs and the level of use of library materials. This is in line with the concept of collection development, which places users' needs amongst the key considerations in the provision of library materials (Suryadi, 2022).

When viewed as a whole, the role of librarians extends beyond the technical tasks of processing and organising the collection. Librarians also connect the collection with users through services, utilising technology to support service delivery, assisting students in using digital systems, and using information regarding the needs and utilisation of the collection as a basis for evaluation. Under this framework, collection management and the use of information technology become interrelated components in the delivery of library services.

Supporting and Hindering Factors in Collection Management and the Use of Information Technology

The implementation of collection management and the use of information technology in library services is influenced by the availability of resources. This study found that the availability of facilities and collections are factors that support library activities, whilst staff and time constraints, as well as dependence on the network, act as obstacles to their implementation. These factors do not exist in isolation, but are interrelated in determining the sustainability of collection management and library services.

The availability of facilities is one of the factors that supports the running of library activities. Computers, scanners, printers, bookshelves and various other resources are used in the management of the collection and in providing services to pupils. It is explained (Yuliana & Nurhasanah, 2021) that library facilities are the resources and infrastructure used to support the delivery of services, including equipment related to information technology. In the context of this study, the existence of these facilities demonstrates that technological resources have become an integral part of librarians' day-to-day operations, rather than merely an accessory to the library space.

In addition to facilities, the availability of the collection is a key factor in supporting the service. A relatively comprehensive and diverse collection is used to meet students' information needs. According to (Suratmi, 2021) positions the collection as one of the key elements of library services, as it relates to users' information needs. Research findings (Arya dkk., 2024) This demonstrates that there is a link between the existence of collections and technological facilities in the delivery of services. Collections serve as a source of information utilised by students, whilst facilities are used to support the management and delivery of these collections.

This relationship demonstrates that support for facilities cannot be separated from the function of managing the collection. Technological tools can assist with management and service delivery, but their purpose remains focused on utilising the collection as a source of information for students. Thus, facilities and the collection form two complementary elements in the provision of library services.

Behind this support lies a shortage of human resources. The library is managed by a single librarian who handles a wide range of tasks, from collection management to user services. This situation is further constrained by the fact that the librarian also has duties outside the library. This situation demonstrates that the issue of human resources is not merely a matter of staff numbers, but also concerns the allocation of time to carry out the library's various functions.

Yulian et al. explain that a librarian's duties include the management and processing of library materials, the development of services, meeting users' information needs, and activities that help users make the most of the library (Yuliana & Mardiyana, 2021). If all these functions are handled by a single librarian, limitations in staff numbers and time may pose a challenge to the continuity of all activities. These findings show that the availability of facilities does not automatically resolve management issues if it is not matched by adequate human resources.

This issue has become increasingly relevant in services that utilise information technology. The use of SLiMS and supporting tools in library services still requires librarians to manage the system, carry out service processes, and assist users. Technological developments therefore do not render the role of librarians obsolete, but rather demand the ability to integrate technology into service delivery. This is in line with the view that (Hidayah dkk., 2024) on the importance of developing library services in line with advances in information and communication technology.

Another challenge lies in the system's reliance on Wi-Fi networks. Digital systems for management and service delivery require a network to enable devices and applications to connect with one another. When the network experiences disruption, activities that rely on these technological systems are also hampered. This situation demonstrates that the use of technology requires not only devices and applications, but also the network infrastructure that supports their operation.

These findings suggest that technology plays a dual role in library services. On the one hand, technology forms part of the facilities that support librarians' work. On the other hand, the use of technology creates a dependence on network connectivity and the readiness of library staff (Hisaanah dkk., 2026). Consequently, digital systems cannot yet be regarded as a standalone element, as their use remains influenced by infrastructure and human resources.

This can be linked to research (Rouza dkk., 2023) which discusses the use of SLiMS in school library management, as well as (Deriana dkk., 2025) which emphasises the importance of librarians' competence in the use of information technology within a digital environment. Whilst that study identified technology and competence as key elements in the development of library services, the findings of this study reveal a broader interconnection between technology, library staff and network infrastructure. The use of technology in library services is determined not only by the availability of systems, but also by librarians' ability to operate them and the availability of a network that enables the systems to function.

This interconnection also explains why the enabling and constraining factors in this study need to be understood in tandem. Technological facilities support the work of librarians, but their utilisation depends on the network. The collection supports students' information needs, but its management requires the input of librarians. Meanwhile, digital services still require the involvement of librarians in operating the systems and assisting users. This means that each element is interrelated with the others in the delivery of services.

Consequently, the management of collections and the utilisation of information technology in library services are achieved through the integration of facilities, collections, human resources and network infrastructure. The availability of facilities and collections provides the foundation for service delivery; librarians manage and connect these resources with users, whilst the network supports the continuity of the digital system. Conversely, limitations in staff, time and network capacity can restrict the utilisation of available resources. This pattern demonstrates that the sustainability of technology-based library services is determined not only by the existence of technology, but by the interconnection of technology with the human resources and infrastructure that underpin it.

CONCLUSION

Librarians play a vital role in linking collection management with the use of information technology in library services. This role is evident in the collection processing, from data entry, numbering and labelling, classification, to the arrangement of books. Librarians also assist students

in locating items in the collection and using digital services. The use of SLiMS and barcodes supports the lending process, whilst collection evaluation and development are carried out taking into account students' needs and borrowing figures. Thus, technology does not replace the role of librarians, but forms part of a service that still requires their involvement and guidance.

The implementation of collection management and library services is supported by the availability of facilities, such as computers, scanners, printers, bookshelves, and the library collection. On the other hand, limitations in librarians' staff numbers and time, as well as reliance on Wi-Fi networks, present challenges in service delivery. This demonstrates that the utilisation of information technology is not sufficient merely by providing devices and applications. Service management also requires adequate staff and a network capable of supporting the sustainable use of the system. These conditions underscore the importance of integration between human resources, technological facilities, collections and infrastructure in technology-based library management.

Consequently, the development of technology-based library services must be accompanied by capacity building for librarians and the provision of adequate network infrastructure. These efforts are necessary to ensure that technology can be utilised optimally in supporting collection management and user services. Future research could expand the study to include several school libraries and examine other aspects, such as librarian competencies, service quality, and user satisfaction.

Statement on the Use of Artificial Intelligence

The author has used artificial intelligence (AI) tools to assist in the process of writing this article, primarily to help develop the structure of the text, edit the language, correct grammar, and improve the readability of the manuscript. AI has not been used to generate or manipulate research data, collect data, determine research findings, or replace the process of data analysis and interpretation. All use of AI has been checked and verified by the author. The author takes full responsibility for the accuracy, integrity, and final content of the article.

Authors' Contribution Statement

Siti Khopiah initiated this research and coordinated the drafting of the manuscript, including the collection and analysis of research data. Solechan provided methodological guidance, evaluated the analytical framework, and offered substantive input throughout the manuscript development process. Zahrotun Ni'mah Afif reviewed the relevant scientific literature and contributed to strengthening the theoretical discussion. Mar'atul Azizah helped to organise the research materials and process the information collected. Sunardi contributed to the analysis of the research findings and the development of the discussion. Ely Mufidah reviewed the manuscript to ensure consistency of content and refine the language. Tuannuriham Tuanbuesa participated in the final assessment and refinement of the manuscript. All authors have reviewed and approved the final manuscript for publication.

Funding Statement

No specific financial grants or institutional support were allocated to fund this research. The research and the drafting of this manuscript were carried out independently by the authors without any external financial assistance.

Declaration of Conflict of Interest

The authors confirm that their involvement in this research is free from any financial, professional, organisational or personal conflicts of interest that might compromise the objectivity of the research process, the assessment of its findings, or the decision to publish this article.

REFERENCES

Amalia, T., Afifah, A. R., & Prasetyo, A. (2025). Penerapan Manajemen Sarana dan Prasarana Pendidikan di Madrasah untuk Meningkatkan Kualitas Pembelajaran. *At Tadbir: Islamic Education Management Journal*, *3*(1), 38–53. https://doi.org/10.54437/attadbir.v3i1.2084

Andrianto, M. H., Kurniawan, E., & Syaikhuddin, M. M. (2025). Optimalisasi Pelayanan Dan Efisiensi Perpustakaan Melalui Penerapan Slims 9.6.1 Bulian. *Jurnal Sistem Informasi Bisnis (JUNSIBI)*, *6*(1), 122–134. https://doi.org/10.55122/junsibi.v6i1.1590

Arum, A. P., & Marfianti, Y. (2021). Pengembangan Perpustakaan Digital untuk Mempermudah Akses Informasi. *Information Science and Library*, *2*(2), 92–100. https://doi.org/10.26623/jisl.v2i2.3290

Arya, G. Z., Hadiapurwa, A., Wulandari, Y., & Nugraha, H. (2024). Implementasi Monitoring dan Evaluasi pada Pengembangan Koleksi Perpustakaan SMA Pasundan 8 Bandung. *UNILIB : Jurnal Perpustakaan*. https://doi.org/10.20885/unilib.Vol15.iss1.art4

Azizah, F. P., Makdis, N., & Maisaroh, D. (2025). Transformasi Layanan Perpustakaan Menuju Smart Library: Kajian Inovasi Teknologi dan Adopsi Pengguna. *Maktabatuna*, *7*(2), 198–213. https://doi.org/10.15548/mj.v7i2.12342

Budiarto, D. (2023). Perpustakaan Sebagai Pusat Sumber Belajar bagi Peserta Didik. *Jambura Journal of Educational Management*, 234–244. https://doi.org/10.37411/jjem.v4i1.2697

Creswell, J. W., & Poth, C. N. (2017). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. SAGE Publications.

Deriana, D., Anwar, R. K., Amar, S. C. D., & Rukmana, E. N. (2025). Kompetensi Pustakawan Pada Era Digital. *IQRA` : Jurnal Perpustakaan dan Informasi*, *19*(1), 25–43. https://doi.org/10.30829/iqra.v19i1.21055

Fahrizandi, F. (2020). Pemanfaatan Teknologi Informasi di Perpustakaan. *Tik Ilmeu : Jurnal Ilmu Perpustakaan Dan Informasi*, *4*(1), 63–76. https://doi.org/10.29240/tik.v4i1.1160

Hidayah, D., Widodo, & Hasanah, E. (2024). Optimalisasi Pelaksanaan Layanan Perpustakaan Untuk Meningkatkan Literasi Siswa. *Academy of Education Journal*, *15*(2), 1504–1514. https://doi.org/10.47200/aoej.v15i2.2512

Hisaanah, K., Oktalia, H., Nurlena, E., Zikriyanto, W., Rukiyah -, & Sariwardani, A. (2026). Peran Teknologi Digital dalam Pengelolaan Manajemen Pendidikan. *Untirta Civic Education Journal*, *11*(1), 10–22. https://doi.org/10.30870/ucej.v11i1.39405

Ilmi, S. M., & Handayani, N. S. (2022). Pemanfaatan Otomatisasi Perpustakaan Dengan Aplikasi SLiMS Versi 9.0 Bulian Dalam Menunjang Kegiatan Pelayanan di SMAN 1 Kertosono. *THE LIGHT : Journal of Librarianship and Information Science*, *2*(2). https://doi.org/10.20414/light.v2i2.5762

Irawan, D., Suryayusra, Mukti, A. R., Syazili, A., & Marsuki. (2022). Implementasi Sistem dan Pelatihan Pemanfaatan Perpustakaan Digital. *Jurnal Pengabdian Kepada Masyarakat Bina Darma*, *2*(1), 55–61. https://doi.org/10.33557/pengabdian.v2i1.1702

Leni, L. F. (2024a). Peran Pustakawan Sekolah Dalam Memberdayakan Perpustakaan Sebagai Sumber Belajar Bagi Peserta Didik. *Jurnal Islamika*, *7*(02), 91–98. https://doi.org/10.37859/jsi.v7i02.8257

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. SAGE.

Loar, Y. N., & Setiawati, E. (2023). Manajemen Pengelolaan Perpustakaan Sekolah: Studi Analisis Pengelolaan Perpustakaan Sekolah. *Jurnal Manajemen & Bisnis*, *13*(1). https://ejournal.sainttheresa.ac.id/index.php/jmb/article/view/101

Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis*. SAGE.

Oktavia, A. (2024). Transformasi Manajemen Perpustakaan di Era Digital: Tantangan Dan Peluang. *Jurnal Al- Ma'arif: Ilmu Perpustakaan Dan Informasi Islam*, *4*(2), 147–166. https://doi.org/10.37108/almaarif.v4i2.1740

Rabani, S., Rukmana, E. N., & Rohman, A. S. (2022). Penerapan Aplikasi SLiMS 9 versi Bulian Untuk Mewujudkan Katalog Elektronik di Perpustakaan SMAN 1 Cicalengka. *ABDI PUSTAKA: Jurnal Perpustakaan dan Kearsipan*, *2*(1), 1–12. https://doi.org/10.24821/jap.v2i1.6425

Ridwan, P., Sudarsana, U., & Rahmatulloh, T. (2021). Kinerja Pustakawan Layanan Sirkulasi Dalam Memanfaatkan Senayan Library Management System (SLiMS). *Nusantara Journal of Information and Library Studies (N-JILS)*, *4*(1), 75–88. https://doi.org/10.30999/n-jils.v4i1.1199

Rouza, E., Mustafa, S. R., & Hermawan, A. (2023). School Library Training Using Slims 9 Bulian: Pelatihan Perpustakaan Sekolah Menggunakan Slims 9 Bulian. *CONSEN: Indonesian Journal of Community Services and Engagement*, *3*(1), 28–32. https://doi.org/10.57152/consen.v3i1.720

Saifullah, Aprianti, M., Bella, A. S., & Patut, Y. B. (2025). Penerapan Sistem Informasi Berbasis SLiMS di Perpustakaan Madrasah Aliyah Negeri 1 Mataram. *Kreasi: Jurnal Inovasi Dan Pengabdian Kepada Masyarakat*, *5*(2), 627–644.

Sintasari, B., & Albaina, F. (2024). Implementasi Manajemen Perpustakaan untuk Meningkatkan Minat Baca Siswa. *At Tadbir: Islamic Education Management Journal*, *2*(2), 124–134. https://doi.org/10.54437/attadbir.v2i2.1793

Solechan, S. (2021). Implementasi Sistem Informasi Manajemen Di Smp Islam Terpadu Al Ummah Jombang: Implementation of Management Information Systems at Al Ummah Integrated Islamic Junior High School Jombang. *Chalim Journal of Teaching and Learning*, *1*(1), 8–19. https://doi.org/10.31538/cjotl.v1i1.56

Suharti, T., & Mariam, M. (2025). Penerapan Sistem Informasi Manajemen sebagai Upaya Modernisasi Administrasi Pendidikan di Madrasah. *At Tadbir: Islamic Education Management Journal*, *3*(1), 65–74. https://doi.org/10.54437/attadbir.v3i1.2115

Suratmi, I. (2021). Meningkatkan Kualitas Pelayanan Perpustakaan Melalui Kerja Sama Antar Perpustakaan. *ABDI PUSTAKA: Jurnal Perpustakaan dan Kearsipan*, *1*(2), 55–59. https://doi.org/10.24821/jap.v1i2.5952

Suryadi, A. (2022). Proses dan tahapan pengembangan koleksi (collections development) perpustakaan. *Al-Kuttab : Jurnal Kajian Perpustakaan, Informasi dan Kearsipan*, *4*(1), 53–61. https://doi.org/10.24952/ktb.v4i1.5359

Tisdell, E. J., Merriam, S. B., & Stuckey-Peyrot, H. L. (2025). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.

Wahyono, W., & Rofi'i, A. (2023). Penerapan Teknologi Informasi dalam Manajemen Pendidikan Islam: Tantangan dan Peluang. *JIEM (Journal of Islamic Education Management)*, *7*(2), 157–163. https://doi.org/10.24235/jiem.v7i2.14964

Widiyawati, A. T., & Adiono, R. (2020). *Manajemen Koleksi: Collection Management*. Universitas Brawijaya Press.

Yanti, N. F., & Rahmah, E. (2025). Implementasi Layanan Perpustakaan Menggunakan Aplikasi Senayan Library Management System (SLiMS) di Perpustakaan Politeknik Negeri Padang. *Jurnal Pustaka Budaya*, *12*(2), 240–255. https://doi.org/10.31849/b6sr8q76

Yuliana, L., & Mardiyana, Z. (2021). Peran Pustakawan Terhadap Kualitas Layanan Perpustakaan. *Jambura Journal of Educational Management*, 53–68. https://doi.org/10.37411/jjem.v2i1.526

Yuliana, L., & Nurhasanah, S. I. (2021). Pemanfaatan Perpustakaan Sekolah oleh Guru pada Masa Pembelajaran Daring. *Jurnal Manajemen Pendidikan : Jurnal Ilmiah Administrasi, Manajemen Dan Kepemimpinan Pendidikan*, *3*(2), 131–143. https://doi.org/10.21831/jump.v3i2.47989