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Strengthening regional public library services through P3KNK experiential learning community service

Alya Hafizza

Universitas Pendidikan Indonesia, Kota Bandung, Indonesia

alyahafizza@upi.edu

ABSTRACT

Public libraries play a strategic role as centers for lifelong learning, strengthening information literacy, and developing the quality of human resources at the community level. This community service activity is implemented through the Program Penguatan Profesi Kepustakawanan Non-Kependidikan (P3KNK) in response to limited human resources and suboptimal services at regional public libraries. Through experiential learning, this program positions students as service actors directly involved in core library activities, thus functioning not only as interns but also as partners in service strengthening. A qualitative descriptive approach is used to analyze the process and impact of program implementation through participant observation, documentation, and reflective notes. The results show that direct student involvement can enhance students' professional competence and make a meaningful contribution to collection management, service effectiveness, and managerial support at partner libraries. The novelty of this activity lies in the integration of P3KNK as an experiential learning-based service model that simultaneously links student competency strengthening with the real needs of regional public libraries, resulting in dual benefits for educational institutions and the community. These findings confirm that P3KNK has the potential to serve as a model for applicable, contextual, and sustainable librarianship services that strengthen community-based library services.

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ABSTRAK

Perpustakaan umum memiliki peran strategis sebagai pusat pembelajaran sepanjang hayat, penguatan literasi informasi, serta pengembangan kualitas sumber daya manusia di tingkat masyarakat. Kegiatan pengabdian kepada masyarakat ini dilaksanakan melalui Program Penguatan Profesi Kepustakawanan Non-Kependidikan (P3KNK) sebagai respons terhadap keterbatasan sumber daya manusia dan belum optimalnya layanan pada perpustakaan umum daerah. Melalui pembelajaran berbasis pengalaman (experiential learning), program ini menempatkan mahasiswa sebagai aktor pengabdian yang terlibat langsung dalam aktivitas inti perpustakaan, sehingga tidak hanya berfungsi sebagai peserta magang, tetapi sebagai mitra penguatan layanan. Pendekatan deskriptif kualitatif digunakan untuk menganalisis proses dan dampak pelaksanaan program melalui observasi partisipatif, dokumentasi, dan catatan reflektif. Hasil menunjukkan bahwa keterlibatan mahasiswa secara langsung mampu meningkatkan kompetensi profesional mahasiswa sekaligus memberikan kontribusi nyata terhadap perbaikan pengelolaan koleksi, efektivitas layanan, dan dukungan manajerial perpustakaan mitra. Kebaruan kegiatan ini terletak pada integrasi P3KNK sebagai model pengabdian berbasis experiential learning yang mengaitkan penguatan kompetensi mahasiswa dengan kebutuhan nyata perpustakaan umum daerah secara simultan, sehingga menghasilkan manfaat ganda bagi institusi pendidikan dan masyarakat. Temuan ini menegaskan bahwa P3KNK berpotensi menjadi model pengabdian kepastakawanan yang aplikatif, kontekstual, dan berkelanjutan dalam penguatan layanan perpustakaan berbasis komunitas.

Kata Kunci: kompetensi kepastakawanan; pengabdian kepada masyarakat; perpustakaan umum

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INTRODUCTION

Public libraries play a strategic role as centers for lifelong learning, strengthening information literacy, and developing the quality of human resources at the community level. Public libraries serve as key institutions in supporting inclusive learning and equal access to information for all levels of society (Jaya, 2024). Amid the rapid development of information technology and changes in patterns of access to knowledge, public libraries are required not only to provide collections but also to manage services, systems, and literacy programs that are adaptive, inclusive, and sustainable (Kamariah, 2024).

However, many regional public libraries still face various limitations, particularly in human resources, collection organization, service variety, preservation of library materials, and the optimization of information technology use (Indrawan *et al.*, 2025). The limited competence of library managers directly affects service quality and public library utilization. This situation has implications for the library's suboptimal function as a public learning space and community literacy center (Diana *et al.*, 2022).

In response to these problems, the Non-Educational Librarianship Professional Strengthening Program (Program Penguatan Profesi Kepustakawanan Non-Kependidikan [P3KNK]), organized by the Library and Information Science Study Program at the Indonesian University of Education, is a community service program based on institutional partnerships between universities and public libraries. This program is designed as an experiential learning scheme through professional internships (Pratama *et al.*, 2024). Bridging the gap between academic theory and the practice of librarianship, P3KNK not only develops professional competencies but also directly supports the improvement of management and services for partner libraries (Kamariah, 2024). This program also provides students with field experience and supports the vision of the Indonesian University of Education as a campus with an educational character (Hadiapurwa *et al.*, 2018).

As a community service partner, the Cimahi City Public Library plays a crucial role in meeting the information needs of the Cimahi community. In practice, regional public libraries often face challenges in collection development, child services, service promotion, and the use of automated systems. These conditions make the Cimahi City Public Library a relevant context for implementing P3KNK, a form of community service oriented toward solving real-world problems in the community (Tamiati *et al.*, 2022). The conditions faced by the Cimahi City Public Library not only reflect local challenges but also represent broader problems experienced by many regional public libraries in Indonesia; therefore, it is relevant to study them within the framework of librarianship-based community service.

Various community service studies in librarianship indicate that student involvement in mentoring and strengthening library services can enhance the effectiveness of collection management and the quality of user services. Internship programs and fieldwork practices significantly enhance the professional competence of prospective librarians, particularly in technical aspects of librarianship and the use of information technology (Julianti, 2022). However, most community service activities undertaken remain partial and have not been fully integrated into the framework for strengthening library institutions (Firman *et al.*, 2024).

There are still few studies of community service that comprehensively document student contributions through structured internship programs that encompass multiple dimensions of librarianship competency, particularly in regional public libraries. The importance of community service, as defined by national competency standards, ensures that the impact of activities is not short-term but rather sustainable for libraries and their user communities (Pertwi, 2022).

The novelty of this article lies in its presentation of a comprehensive P3KNK-based community service model implemented at the Cimahi City Public Library. This service model integrates various dimensions

of librarianship competency into a single, structured activity scheme, thereby strengthening the overall governance and quality of library services, as recommended in the study on librarian professional development.

Based on this description, this article analyzes the implementation of P3KNK as a community service at the Cimahi City Public Library. It examines its contribution to improving the quality of library management and services. The results of this study are expected to serve as a reference for developing a model of librarianship-based community service that is applicable, sustainable, and replicable in other public libraries.

Literature Review

Librarianship-Based Community Service

Community service in librarianship is a manifestation of the implementation of the Tri Dharma of Higher Education, oriented toward improving the quality of information services, strengthening public literacy, and developing libraries' institutional capacity. In this context, libraries are seen not only as providers of collections but also as agents of social change, expanding access to knowledge and supporting lifelong learning. The concept of librarianship-based community service emphasizes the importance of collaboration between universities and libraries to ensure that interventions are relevant to community needs and to libraries' institutional conditions ([Jamridafrizal & Wajdi, 2024](#)).

However, librarianship community service practices in the field are often normative and focus on short-term mentoring activities without a structured competency-building framework. Various community service studies have shown that academic interventions, such as mentoring, technical assistance, and strengthening library services, can improve the effectiveness of collection management, the quality of user services, and the sustainability of literacy programs. Active student involvement in community service activities also adds value by integrating educational functions, contextual learning, and social services ([Aulia et al., 2024](#)). However, these studies generally do not position students as actors of professional competency-based service, but rather as supporters of service activities.

In this context, P3KNK is positioned as a form of community service that goes beyond conventional mentoring. P3KNK aims not only to assist partner libraries in their operations but also to systematically integrate student competency development with the real-world needs of public library management. Thus, P3KNK offers a more strategic approach to community service, as it simultaneously links the functions of higher education to the institutional strengthening of libraries.

Internship Program and Experiential Learning

Experiential learning emphasizes the learning process through direct participant involvement in real-world situations, reflection on experiences, and application of knowledge in practical contexts. In librarianship education, this approach is considered effective for equipping students with applicable, contextual professional competencies, particularly for addressing the dynamics of modern library services ([Rejeki et al., 2024](#)).

Internships or fieldwork in libraries enable students to integrate conceptual knowledge with technical skills, such as collection organization, circulation services, user services, and the use of library information technology. In addition to enhancing hard skills, direct workplace involvement fosters the development of students' soft skills, including communication, teamwork, work ethic, and adaptability. For partner libraries, the presence of student interns helps mitigate human resource constraints and supports the smooth operation of services ([Yuliana & Mardiyana, 2023](#)).

However, several studies indicate that internship programs are often framed solely as a learning tool for students, without a clear framework for strengthening partner institutions. In this regard, P3KNK adopts the principle of experiential learning not only as a pedagogical approach but also as a community service strategy. Students learn not only through practice but also through strengthening library services and management. This approach distinguishes P3KNK from conventional internship programs and strengthens its position as an experiential service model with a dual impact.

Librarianship Competency Standards as a Foundation for Community Service

The implementation of community service in the library sector should align with librarianship competency standards to ensure that activities are directed, measurable, and relevant to the profession's needs. Indonesian National Work Competency Standards (Standar Kompetensi Kerja Nasional Indonesia, SKKNI) emphasize that librarian competencies include collection development, organizing library materials, providing library services, preserving library materials, managing libraries, and applying information and communication technology (Al-Insyirah *et al.*, 2024).

Community service that integrates all dimensions of competence is considered more comprehensive than activities carried out in isolation. A competency-based approach is not only oriented towards completing technical tasks but also encourages improvements in the overall quality of library governance. Thus, community service based on competency standards has the potential to produce a more sustainable impact for library institutions and the user community (Andreas *et al.*, 2025).

In the context of P3KNK, the National Competency Standards (SKKNI) for Library Services serve as an operational framework for service delivery rather than merely a normative reference. All student activities are directed toward the concrete representation of the dimensions of librarianship competency within partner libraries. This approach reinforces P3KNK's character as a structured, measurable service model oriented toward strengthening librarian professionalism, while also addressing criticisms of sporadic and unsustainable service delivery.

Public Libraries and Strengthening Community Literacy

Public libraries are public service institutions that serve all levels of society without discrimination. Their role in strengthening public literacy is increasingly strategic amid challenges such as low reading interest and disparities in access to information. Service quality, collection regularity, and the use of information technology are key determinants of the effectiveness of public libraries as centers of literacy and social inclusion (Zalmi, 2024).

Various studies have shown that improving the quality of public library services is highly dependent on human resource capacity and ongoing service innovation. Community service activities involving librarianship students can be an alternative strategy to support the transformation of public library services, particularly at the regional level. Through competency-based contributions and direct mentoring, community service can strengthen the library's social function while increasing its usefulness to the community (Handayani & Mutiara, 2025).

However, without a structured, competency-based community service design, students may be limited to short-term operational support. Therefore, P3KNK is positioned as a strategic initiative to bridge the need to strengthen public library services with the development of prospective librarians' competencies. By positioning regional public libraries as both learning and service spaces, P3KNK emphasizes the academic and social relevance of librarianship in strengthening community literacy.

METHODS

This community service activity uses a qualitative descriptive approach with a participatory service model. This qualitative descriptive approach was chosen because it allows researchers to describe in depth the implementation process, interactions among actors, and the subjects' experiences in the natural context of the library. The participatory service model emphasizes the active involvement of all parties, so the service process is not top-down, but rather collaborative and reflective.

The community service was carried out at the Cimahi City Public Library, which is under the auspices of the Cimahi City Regional Archives Service. The community service participants included students of the Library and Information Science Study Program at Universitas Pendidikan Indonesia who participated in P3KNK, as well as librarians and library managers who served as activity partners. The involvement of students as primary implementers and librarians as field assistants aligns with the principle of community-based engagement, which emphasizes equal partnerships between universities and partner institutions.

The community service program is implemented through three main stages: preparation, implementation, and evaluation. The preparation stage includes coordination with partner libraries, identifying needs and problems, and developing an activity plan tailored to librarianship competencies. The implementation stage involves direct student involvement in library operational activities, which align with the six dimensions of librarianship competency as defined in the Indonesian National Work Competency Standards (SKKNI) for the Library Sector. The evaluation stage includes reflection on activities, observation of implementation, and discussions with partner librarians to assess the achievement of community service objectives and the impact of these objectives on the improvement of library services.

Community service data was collected through participant observation, activity documentation, and focused discussions with partner librarians. Participant observation was used to document the processes and dynamics of activity implementation; documentation served as empirical evidence of community service activities; and discussions were used to obtain feedback on the benefits and challenges of program implementation. The data were analyzed descriptively and qualitatively, following the stages of data reduction, data presentation, and conclusion.

Data validity was maintained through triangulation of sources and techniques, namely by comparing observation results, documentation, and information obtained from partner librarians. With this approach, the results of the community service are expected to provide a comprehensive picture of the implementation of the P3KNK Program and its contribution to strengthening the management and services of the Cimahi City Public Library.

RESULTS AND DISCUSSION

P3KNK Activity Targets

Table 1. Kegiatan Program P3KNK

| No | Field of Work | Main Activity Target |
|----|--------------------------------|--|
| 1 | Library Collection Development | Analysis of library user needs, selection and procurement of collections, collection evaluation, and stocktaking |
| 2 | Organizing Library Materials | Cataloging, classification, subject heading determination, |

| | | |
|---|---|--|
| | | shelving, and bibliographic data management |
| 3 | Library Services | Circulation services, children's services, reference services, library promotions, and user satisfaction surveys |
| 4 | Preservation of Library Materials | Preventive preservation, collection care, and arrangement of collection space and shelves |
| 5 | Professional Development of Librarianship | Compilation of library papers, library studies, and support for literacy activities |
| 6 | Library Management | Library activity planning, infrastructure management, and service performance evaluation |
| 7 | Implementation of Library ICT | Pemanfaatan sistem otomasi perpustakaan, media sosial, dan aplikasi pendukung layanan perpustakaan |

Source: Service, 2025

Table 1 presents the main areas of work and targets of student activities during P3KNK. The data in the table show that community service activities are designed comprehensively, covering all dimensions of librarianship competency, from collection development and organization and library services to the preservation of library materials and the management and application of information technology.

Student involvement in these diverse areas of work indicates that P3KNK is not limited to specific technical tasks but rather is designed as an integrated learning experience that reflects professional librarianship practices in regional public libraries. This approach strengthens students' position not only as task implementers but also as learning actors who actively contribute to improving the quality of library services.

Overview of Community Service Results

Table 2 Student Competency Achievements

| No | Field of Activity | Form of Activity | Activity Results |
|----|-------------------------|---|--|
| 1 | Collection Development | Stock survey and weeding collection | Validated collection data and damaged collections identified |
| 2 | Organizing Collections | Shelving and collection arrangement | Collections are arranged according to classification |
| 3 | Circulation Services | Borrowing and returning collections | Librarians are well served |
| 4 | Children's Services | Storytelling and literacy support | Increase children's interest in reading |
| 5 | Library Membership | Membership card creation | Increase in library members |
| 6 | Library Promotion | Promotional content via Instagram | Increasing the existence of libraries |
| 7 | Mobile Library | Literacy services to schools | Access to reading material reaches the community |
| 8 | Collection Preservation | Preventive preservation of collections | Well-maintained collection and reading room |
| 9 | Library Management | TQM implementation and activity support | Improving service quality |
| 10 | Information Technology | Utilizing Inlislite and Canva | More effective and efficient services |

Source: Service, 2025

Table 2 illustrates the types of activities and outcomes achieved by students during the implementation of P3KNK. The table shows that students gained direct experience in core library activities, including stocktaking, shelving, circulation services, library promotion, and the use of information technology.

Although detailed quantitative data are not yet available, the results of participant observations and reflective notes from partner librarians indicate an increase in student independence in carrying out librarian duties and an improvement in work order within the library environment. Partner librarians assessed that students quickly adapted to the library's workflow and made a significant contribution to the smooth running of daily services. These findings confirm that experiential learning through P3KNK strengthens students' professional competencies.

The implementation of P3KNK at the Cimahi City Public Library has demonstrated a direct impact on library management and services. Students' active involvement in daily operational activities makes the community service program applicable and relevant to the library's institutional needs. The results of the community service program are reflected not only in improved technical performance but also in a more collaborative work environment that is responsive to user needs (Saepudin *et al.*, 2025).

The presence of students helps address the shortage of human resources, a major obstacle to the management of regional public libraries. With student support, partner librarians can focus more on strategic functions, while technical activities and services run more optimally. This strengthens students' position as agents of change, helping drive improvements in community-based library governance and services.

Hasil Pengabdian pada Aspek Pengembangan Koleksi

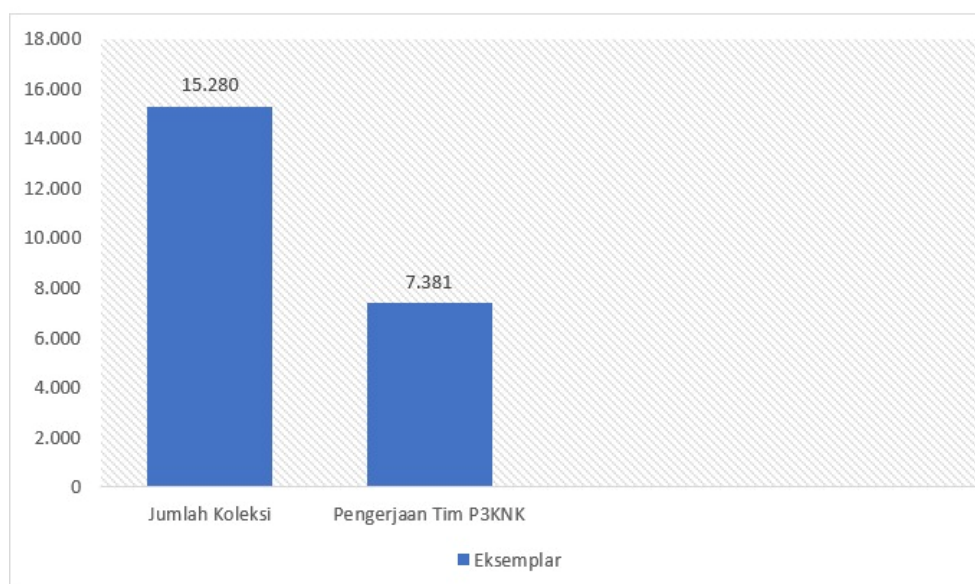


Figure 1. Stock Opname Collection Work Chart
Source: Author's Reconstruction 2025

Figure 1 demonstrates the process of stocktaking collections by students during the P3KNK program. This visualization depicts students' active involvement in real-world work activities and demonstrates the application of theoretical knowledge to librarianship practice. These activities reflect the core of the experiential learning approach that underpins the program's implementation.

In terms of collection development, activities focused on stocktaking and weeding. Stocktaking was conducted to ensure consistency between the collection data in the automated system and the physical condition of the collection on the shelves. Observations indicated improved data collection accuracy and greater ease for librarians in evaluating collections, providing a basis for decisions about further collection development (Farodisa *et al.*, 2024).

The wedding activity impacted the quality of the collection space and ease of information retrieval. Based on the partner librarians' reflections, the collection arrangement became neater, and irrelevant or damaged items were identified more systematically. From a service perspective, this activity demonstrates that competency-based mentoring can encourage more selective collection management and focus on user needs.

Community Service Results on the Aspect of Organizing Library Materials



Figure 2. Weeding Mobile Library Collection
Source: Author's Documentation 2021

Figure 2 displays student activities in shelving and rearranging collections. This documentation demonstrates students' consistent application of classification and arrangement standards and serves as a contextual learning tool in a real-world work environment.

Library materials were organized by rearranging the collection according to classification numbers and the alphabetical order of authors. The results of the community service demonstrated an increase in the orderliness of the collection's arrangement on the shelves, which directly impacted the ease with which users could independently find reading materials. From an information services perspective, a good collection organization is a key prerequisite for effective information retrieval.

These findings indicate that community service not only supports technical work but also improves the overall quality of information services. Furthermore, students gain professional experience that strengthens their understanding of librarianship standards in public libraries.

Community Service Results in Library Service Aspects

Library services are among the most prominent components of the community service program. Students are directly involved in circulation services, membership card issuance, children's services, and mobile library services. This involvement helps streamline service processes and reduce librarians' workloads.

In circulation services, the results of the community service program are evident in the smoother process of borrowing and returning collections. Waiting times for users have been shortened, thus increasing service convenience. In membership card services, student support has expedited the administrative process and contributed to an increase in the number of library members. This demonstrates that strengthening administrative aspects is crucial for expanding access to library services (Haq *et al.*, 2025).

Strengthening Literacy through Children's Services and Mobile Libraries

Children's services are a form of community service with significant social impact. Shared reading, storytelling, and creative literacy activities attract children to the library. The impact of these activities is reflected not only in increased visits but also in the positive experiences children have with reading and learning in the library.

Meanwhile, mobile library services expand the reach of information services to communities not yet reached by the main library. Student involvement in these services demonstrates that librarian-based community service can help reduce information access gaps at the local level and strengthen the social function of public libraries (Widhiatmi & Putrihadiningrum, 2025).

Community Service Results on the Aspect of Library Materials Preservation

Library materials are preserved through preventive maintenance activities, such as cleaning shelves and organizing collections. Although simple, these activities make a significant contribution to maintaining the physical condition of the collections and the comfort of the reading room. The results of the community service program demonstrate that routine maintenance can minimize potential damage to collections and support the sustainable use of library materials.

Community Service Results in the Management and Utilization of Information Technology Aspects

In library management, students contribute to administrative activities and service evaluation. Furthermore, the use of information technology, through library automation systems and social media, for service promotion demonstrates the library's adaptation to technological developments and changes in public information-seeking behavior.

Optimizing library automation systems improves librarians' work efficiency and the accuracy of service data. From a service perspective, these findings confirm that strengthening information technology competencies is a crucial element in modernizing public library services.

Program Impact and Sustainability Discussion

Overall, the results and discussion indicate that the P3KNK Program has had a positive impact on partner libraries across operations, services, and social dimensions. The service approach that

integrates various dimensions of librarianship competency has proven to be more comprehensive than the Program's partial activities (Sifahumaira, 2025; Sungadi, 2021).

The sustainability of the impact of community service is designed through several operational steps, including the development of simple work guidelines based on P3KNK practices, documentation of improved service procedures, and plans for further collaboration between universities and partner libraries. Thus, community service does not stop at the end of the program but becomes part of the ongoing process of strengthening public library services.

Discussion

The main innovation of the P3KNK implementation at the Cimahi City Public Library lies in the professional internship-based service model that is comprehensively integrated with librarianship competency standards. Unlike community service activities that typically focus on a single service type or specific training, this program integrates six dimensions of librarianship competency, as defined by the National Competency Standards (SKKNI) for Library Studies, into a structured and sustainable service scheme (Tuwaji, 2025). This approach is in line with the finding that competency-based service has the potential for a more systemic impact than sectoral or partial approaches.

This integrative approach makes service not just technical assistance, but also a process of strengthening library governance as a whole (Makdis & Ismail, 2024). Student involvement in various aspects of management and service enhances institutional capacity within libraries, rather than merely completing short-term tasks. This finding distinguishes P3KNK from partial mentoring-based community service, whose impact often wanes after the program ends, as criticized in library community service studies that emphasize the importance of sustainability and institutional transformation.

Another novelty lies in using students as competency-based service agents rather than merely as supporting volunteers. Students are positioned as actors who carry out librarianship practices in accordance with professional standards, so that service simultaneously functions as a contextual learning space and a vehicle for the transfer of good practices. This model strengthens the argument that experiential learning through professional internships can have a dual impact: improving students' competencies and making a tangible contribution to partner institutions (Muzakki, 2023).

In the context of regional public libraries, this article argues that human resource limitations can be addressed through a structured, competency-based service model. The integration of collection development, user services, library materials preservation and management, and information technology demonstrates that transforming library services does not always require significant investment; it can begin with optimizing existing academic resources. This perspective aligns with studies emphasizing the importance of strategic collaboration between universities and public libraries in improving public services (Arvianti, 2025).

Furthermore, the novelty of this article lies in its emphasis on the sustainability of the impact of community service. The P3KNK program is not positioned as a temporary activity, but rather as a medium-term collaboration model between universities and public libraries. Aligning partner needs with national competency standards allows practices implemented during community service to be replicated and independently developed by libraries after the program ends. This sustainability dimension is an important indicator of the effectiveness of community service (Sarif *et al.*, 2024).

Thus, this discussion confirms that the primary contribution of P3KNK's community service lies not only in improving library operational performance but also in developing an integrative, applicable, and replicable model of librarianship-based community service. This model enriches the body of community

service literature in libraries and information and can serve as a conceptual and practical reference for the development of similar programs in other public libraries (Suprianik & Nurjaki, 2024).

CONCLUSION

The implementation of P3KNK in community service activities has demonstrated a positive contribution to strengthening students' competencies in librarianship, particularly through direct involvement in public library operational activities. The experiential learning approach allows students to integrate theoretical knowledge with field practice, ensuring a contextual and meaningful learning process.

The results of the community service indicate an increase in student competency, both in technical aspects, such as organizing library collections and services, and in non-technical aspects, including communication skills, service ethics, teamwork, and adaptation to the work environment. Meanwhile, partner libraries benefit from support for smooth service delivery and resource management, thereby improving the quality of service to users.

In addition to these practical benefits, the P3KNK program strengthens universities' role as strategic partners in community-based library development. Collaboration among students, librarians, and supervising lecturers creates synergy between academic research and professional practice, ensuring that service is oriented not only toward student learning but also toward empowering and strengthening the capacity of partner institutions.

The novelty of the P3KNK program lies in its implementation as an integrative community service model that combines an experiential learning approach with strengthening librarianship competencies based on the Indonesian National Work Competency Standards (SKKNI) in the context of regional public libraries. Based on these findings, P3KNK can be recommended as a viable and sustainable community service model in librarianship. Going forward, similar programs should be developed with longer implementation durations, expanded activity coverage, and the integration of competency-based evaluation indicators to enable more systematic and comprehensive measurement of the service's impact.

AUTHOR'S NOTE

The author declares that there is no conflict of interest regarding the publication of this article. The author confirms that the article's data and content are free of plagiarism. This article was prepared as part of a community service activity through P3KNK, with the hope of providing academic and practical contributions to the development of community service programs in the field of libraries and information.

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