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**Improving librarianship skills through P3KNK community service at Universitas Islam Bandung library**

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**ABSTRACT**

The Program Penguatan Profesional Kepustakaan Non Kependidikan (P3KNK) is an experiential learning-based community service model designed to strengthen students' professional competencies through direct involvement in librarianship practices. This article examines how implementing P3KNK in library collection procurement and development activities contributes to improving students' librarianship competencies at Universitas Islam Bandung library. This article is reviewed using a qualitative descriptive approach that involves students as active participants in library operations. Data were collected through observation, documentation, and student reflection during the program. The results of the community service indicate a significant increase in three main competency areas: conceptual knowledge related to collection management, technical skills in the procurement and processing of library materials, and professional attitudes, such as responsibility and collaboration. The implementation of P3KNK at the Universitas Islam Bandung library not only enhances students' readiness for professional practice but also makes a tangible contribution to partner institutions by supporting collection development. P3KNK can be positioned as an effective community service model that bridges theoretical learning and librarianship practice and contributes to improving the quality of librarianship education in higher education.

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**ABSTRAK**

Program Penguatan Profesional Kepustakaan Non Kependidikan (P3KNK) merupakan model pengabdian kepada masyarakat berbasis experiential learning yang dirancang untuk memperkuat kompetensi profesional mahasiswa melalui keterlibatan langsung dalam praktik kepastakawanan. Artikel ini mengkaji bagaimana pelaksanaan P3KNK pada kegiatan pengadaan dan pengembangan koleksi perpustakaan berkontribusi terhadap peningkatan kompetensi kepastakawanan mahasiswa di Perpustakaan Universitas Islam Bandung. Artikel ini dikaji dengan menggunakan pendekatan deskriptif kualitatif dengan melibatkan mahasiswa sebagai partisipan aktif dalam aktivitas operasional perpustakaan. Data dikumpulkan melalui observasi, dokumentasi, dan refleksi mahasiswa selama program berlangsung. Hasil pengabdian menunjukkan adanya peningkatan yang signifikan pada tiga aspek kompetensi utama, yaitu pengetahuan konseptual terkait manajemen koleksi, keterampilan teknis dalam proses pengadaan dan pengolahan bahan pustaka, serta sikap profesional seperti tanggung jawab dan kemampuan bekerja sama. Pelaksanaan P3KNK di Perpustakaan Universitas Islam Bandung tidak hanya meningkatkan kesiapan mahasiswa dalam praktik profesional, tetapi juga memberikan kontribusi nyata bagi institusi mitra melalui dukungan terhadap proses pengembangan koleksi. P3KNK dapat diposisikan sebagai model pengabdian yang efektif dalam menjembatani pembelajaran teoretis dan praktik kepastakawanan serta berkontribusi pada peningkatan kualitas pendidikan kepastakawanan di perguruan tinggi.

**Kata Kunci:** kompetensi kepastakawanan; pengabdian kepada masyarakat; perpustakaan perguruan tinggi

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## INTRODUCTION

University libraries play a crucial role in supporting the implementation of the Tri Dharma of Higher Education, particularly in the provision and management of quality scientific information resources. Libraries are no longer understood simply as storage facilities for collections, but rather as information service centers that actively support learning, research, and community service. Therefore, the quality of library management is a determinant of the academic goals of higher education institutions.

Advances in science and information technology have brought significant changes to library management, particularly in the provision and access to digital information resources. Academic libraries are required to adapt to the increasingly diverse needs of their users (Nafsi & Octavia, 2024), both in terms of collection format and service utilization patterns. In addition to printed collections, managing e-books, e-journals, and online databases requires an integrated system and adequate technical competence; therefore, library management must be professional, adaptive, and oriented toward service quality (Sa'adiah, 2025).

The demand for professionalism in library management has direct implications for human resource needs in librarianship. Library staff are required not only to possess conceptual knowledge but also practical skills acquired through real-world work experience (Triani *et al.*, 2025). In the context of librarianship education, strengthening student competencies should be directed toward learning that integrates theory and practice, enabling prospective professionals to understand the complexity of tasks and responsibilities in the library environment (Hardianty *et al.*, 2025).

One of the efforts to bridge these needs is through Non-Educational Library Professional Strengthening Program or *Program Penguatan Profesional Kepustakaan Non Kependidikan* (P3KNK). Designed as an experiential service activity, this program provides students with the opportunity to be directly involved in library operations, allowing the learning process to take place not only through observation but also through active participation in a real-world work environment. The experiential learning approach is considered effective in developing students' professional understanding (Pratama *et al.*, 2025).

The P3KNK program provides students with a comprehensive experience in library management, particularly in the procurement and development of library materials. These activities encompass identifying collection needs, processing library materials, managing bibliographic data, and providing user services. Through direct involvement in these activities, students can connect theoretical concepts learned in lectures with practical librarianship practices (Rahmawati *et al.*, 2022).

The P3KNK program implemented at Universitas Islam Bandung Library provides a relevant empirical context for examining the implementation of professional librarianship strengthening. This library exhibits diverse characteristics in its collection management and service systems, reflecting the dynamics of university library management more generally. These conditions make the activity location a suitable site for direct observation of academic library management practices (Azizah *et al.*, 2024).

However, the implementation of P3KNK activities is often documented only in descriptive administrative reports. This type of documentation does not fully reflect the contribution of community service activities to strengthening students' professional competencies (Supriyati & Antikasari, 2025). In fact, the experience gained during P3KNK activities has great potential to be analyzed in greater depth and presented as community service articles with academic value (Saepudin *et al.*, 2025).

Building on this background, this article aims to describe and analyze the implementation of P3KNK, particularly in the procurement and development of library materials, and to examine its contribution to increasing students' understanding and competence in librarianship practices in university libraries.

## Literature Review

### Development of Professional Competence in Librarianship

Developing professional librarian competencies is the primary foundation for improving the quality of library management and services. Librarian competencies encompass the interrelated dimensions of knowledge, skills, and professional attitudes that support the effectiveness of information services (Witarini, 2025). Alongside changes in the information ecosystem, these competencies must be continually updated to enable librarians to adapt to technological developments and to increasingly complex user needs.

In the context of librarianship education, students' professional competence is the primary learning outcome. Librarianship students need to be equipped not only with conceptual understanding but also with practical application skills relevant to library practice. An emphasis on integrating theory and practice is also considered crucial for shaping the professional readiness of prospective librarians (Triani *et al.*, 2025). However, some studies still treat competency development as an aspect of academic learning, so real work experience has not been fully analyzed as a strategy for strengthening competencies.

The changing role of libraries in the digital information age demands an expansion of librarians' professional competencies. Librarians no longer function solely as collection managers, but also as learning facilitators and supporters of research-based academic activities (Hardianty *et al.*, 2024). Professional competence in this context is understood as a dynamic capacity that evolves with the changing needs of institutions and users (Rahmah *et al.*, 2024). However, these studies remain conceptual and have not specifically addressed competency development through experience-based service schemes.

### Experience-Based Learning in Librarianship Education

Experiential learning is considered an effective approach in professional education because it places real-world experience as the primary source of knowledge formation. This approach emphasizes direct student involvement and reflection on their experiences, making the learning process more contextual and meaningful (Junaedi & Widiastut, 2020).

In librarianship education, experiential learning is typically achieved through internships, work placements, or professional development programs. Student involvement in the library environment contributes to improved technical skills and job readiness (Habibin & Masruri, 2025). However, this study places more emphasis on individual learning outcomes and has not explicitly positioned these activities as part of community service practices.

The application of experiential learning allows students to build understanding through direct involvement in real work situations (Rejeki *et al.*, 2024). The reflection process is an important element of this approach because it helps students link theory to practice and understand the complexity of librarianship (Zuliana & Pramudyo, 2025). However, the reflection mechanism within structured community service programs, such as P3KNK, remains rarely discussed in depth in the literature.

### Librarianship Professional Strengthening Program

The librarianship professional development program is designed to bridge the gap between academic learning and library practice. It emphasizes structured, hands-on learning to help students understand the context and professional standards of each activity (Rejeki *et al.*, 2025).

Research findings indicate that professional strengthening programs increase students' readiness for the world of librarianship (Tuwaji, 2025). This type of program also serves as a bridge between the academic

world and the professional world (Jaya, 2024). However, some studies still position professional strengthening programs as internal academic activities and have not yet examined their role as a form of experience-based service that provides reciprocal benefits for partner institutions (Saifuddin & Perdani, 2025).

### **Procurement and Development of Library Materials as a Core Competency**

Procurement and development of library materials are core competencies in library management because they directly support the meeting of users' information needs. This process includes needs analysis, selection, evaluation, and collection maintenance to ensure they remain relevant to scientific developments (Yuliani, 2020).

Student involvement in library materials procurement and development activities provides a strategic learning experience by integrating technical aspects with professional decision-making. This experience strengthens students' understanding of the role of collections in the sustainability of library services (Pohan *et al.*, 2023).

Collection development requires analytical skills and decision-making based on user needs and collection sustainability (Nugraha & Medikano, 2024). This process is not merely a technical activity but rather part of a library management strategy that directly affects service quality. However, these studies have not specifically considered student experiences in collection development within experiential learning-based service practices.

## **METHODS**

This community service activity uses a qualitative descriptive approach with an emphasis on experiential learning. This approach was chosen because it allows researchers to describe in depth the activity's implementation process and the experiences of the subjects directly involved in a natural context. The qualitative descriptive approach is relevant to studying the implementation of P3KNK, particularly for understanding students' learning experiences during librarianship activities.

The activity was conducted at the Bandung Islamic University Library as an authentic learning environment for librarianship practice. This location was chosen because university libraries have relatively complex collection management systems and academic services. The activity involved student participants in the P3KNK program, who worked under the guidance of librarians and library staff, enabling students to learn directly through interaction with a professional work environment.

The program begins with an orientation phase that introduces students to the library's work environment, service flow, and the implemented collection management system. This phase serves to build students' initial understanding before engaging in core activities. The next phase is the implementation of core activities, which include identifying collection needs, selecting and recording library materials, and introducing the library information system used in the procurement and collection development process. In the final phase, an evaluation is conducted through reflection activities to identify the understanding, skills, and professional attitudes acquired by students during the program, in line with the principles of reflective learning.

Activity data was collected through observation, documentation, and student reflection. Observations focused on student involvement in the collection acquisition and development process, interactions with librarians, and the implementation of operational librarianship tasks. Documentation included activity notes, photographs of program implementation, and supporting collection-management documents used during P3KNK. The data were analyzed descriptively and qualitatively, with emphasis on the

implementation process and its contribution to strengthening students' competency in librarianship practice. The results of the analysis were presented in narrative form to provide a comprehensive overview of the scale, characteristics, and achievements of the community service activities.

## RESULTS AND DISCUSSION

### Implementation of the P3KNK Program in Librarianship Practice

P3KNK At the Universitas Islam Bandung Library, learning takes place in a structured manner and is based on experiential learning. Students are directly involved in librarianship activities as part of the library's work system, not merely as observers but also as task implementers in accordance with applicable operational standards.

In the initial phase, students participate in an orientation activity that introduces collection management policies, service flows, and task allocation. Subsequently, students are gradually involved in collection processing, circulation services, and library administration. This gradual pattern of involvement allows students to adapt to the work environment and carry out tasks independently.



**Figure 1.** Assigning Identity to Collections  
*Source: Author's Documentation, 2025*

**Figure 1** demonstrates the activity of identifying collections, including attaching inventory labels, classification codes, and ownership identification. This activity is part of the library materials processing undertaken by students during the program.

### Library Service Activities and Intensity of Interaction with Library Users

During the implementation of P3KNK, 142 users received returns, 106 borrowed books, 40 activated memberships, 27 extended memberships, and 24 accessed information. These data indicate that students are intensively involved in core library services, with a high level of direct interaction with users.

The dominance of borrowing and returning services demonstrates that students are directly involved in core library activities that require a high level of user interaction. This provides students with real-world experience in navigating the dynamics of circulation services, including transaction management, communication with users, and the resolution of emerging service issues. Through these interactions, students learn to understand user needs, respond appropriately, and maintain professionalism in service provision.

The data in this table also shows that students play a role not only in technical services but also in information retrieval services. This involvement provides students with the opportunity to apply basic information-retrieval skills and to assist users in finding needed resources. Thus, circulation services serve not only as a means of technical training but also as a learning platform for service communication and user orientation.

### **Strengthening Technical and Administrative Skills in Library Management**

In addition to direct services, students are also involved in data management and administration. Data entry activities use Microsoft Excel to record service and collection data. This activity is part of the administrative tasks students perform throughout the program. Through data-entry activities, students understand that library management is concerned not only with interactions with collections and users but also with strong administrative skills. Data accuracy and consistency are critical factors in supporting decision-making, service evaluation, and library development planning. This experience helps students realize that the role of a librarian encompasses technical, administrative, and managerial aspects in an integrated manner.

### **Students' Understanding of the Library Materials Procurement and Development Process**

The results of this activity indicate an increase in students' understanding of the library materials procurement and development process. Students began to realize that collection procurement is not simply the act of purchasing library materials, but rather a process that begins with an analysis of user needs, selection of relevant collections, and consideration of the collection's long-term usefulness. Through direct involvement in this activity, students identified the strategic role of collection development in supporting academic activities. This understanding strengthened students' perspective that the quality of collections significantly influences the effectiveness of library services as a center for scientific information resources.

### **Strengthening Technical and Administrative Skills**

Student involvement in data collection and data administration management significantly strengthens technical skills. Students gain hands-on experience using library information systems to record, manage, and verify collection data. This experience helps them connect the theory of library materials processing with real-world practices. The internship takes place at the Bandung Islamic University Library, which has its own unique academic collection management system. Through this experience, students become more thorough and systematic and understand the importance of data accuracy in supporting effective and sustainable collection management.

### **Formation of Students' Professional Attitudes**

In addition to strengthening knowledge and skills, P3KNK activities also contribute to the development of students' professional attitudes. Direct interaction with librarians and library staff helps students understand work ethics, professional communication patterns, and the importance of collaboration in an organizational environment. Students begin to adapt to the library work culture, which demands discipline, responsibility, and accuracy. This experience provides affective learning that is difficult to obtain through theoretical classroom instruction. Students learn not only how a job is done, but also how to behave as prospective professionals in the field of librarianship.

## **The Relevance of the P3KNK Program to Strengthening Librarian Competence**

Overall, the results of the activities indicate that P3KNK is highly relevant to bridging the gap between theory and practice in librarianship. This program provides a space for students to apply the knowledge gained in lectures in a structured, real-world work context. Direct involvement in library materials procurement and development activities enriches students' learning experiences holistically. These findings confirm that the professional strengthening program serves not only as a practical tool but also as a reflective learning medium that supports the continuous development of student competencies. Thus, P3KNK can be regarded as a form of community service that significantly enhances the quality of education and professionalism in librarianship.

## **Discussion**

The results of the activity indicate that the intensity of student involvement in circulation services directly strengthens communication and user service skills. The high number of borrowing and returning transactions indicates that students are directly exposed to service dynamics, which demand procedural accuracy, effective communication, and responsiveness. These findings reinforce the view that direct service experience plays a crucial role in developing students' professional competencies through experiential learning ([Deriana et al., 2025](#); [Rahmat et al., 2025](#)).

The variety of services, from circulation and membership to information retrieval, also strengthens students' technical competencies. Students not only master one type of task but also understand the interrelationships between services within the library's work system. This builds on previous findings that emphasize the integration of theory and practice in librarianship education ([Rizki, 2024](#)) by demonstrating that diverse service experiences enrich students' professional learning.

Furthermore, the findings indicate that student involvement in collection acquisition and development activities contributes to an understanding of the strategic role of collections in supporting university academic activities. Students begin to realize that collection quality is determined not only by the quantity of library materials, but also by their relevance, sustainability, and suitability to the needs of the academic community. This understanding aligns with studies emphasizing that collection development is the primary foundation of the effectiveness of university library services ([Yolanda, 2025](#)).

In terms of skills development, P3KNK activities have been shown to strengthen students' technical competencies, particularly in the use of library information systems and in data collection management. Hands-on experience in data collection, verification, and collection administration helps students understand the importance of data accuracy and procedural consistency in modern library management. These technical competencies are becoming increasingly relevant amidst the increasing use of information technology in academic library services ([Kamariah, 2025](#)). The use of ICT is one of the competencies that librarians need to master ([Hafizza & Hadiapurwa, 2025](#)).

Beyond cognitive and technical aspects, the implementation of P3KNK also contributes to the development of students' professional attitudes. Direct interaction with librarians and library staff enables students to develop a work ethic, professional communication skills, and an understanding of the importance of teamwork in an organizational environment. The attitudes of discipline, responsibility, and thoroughness developed during the activity reflect essential professional values for librarians ([Fajri et al., 2025](#)). The literature confirms that practice-based learning plays an important role in the formation of students' professional identity ([Haryanti, 2025](#); [Rodin & Amrullah, 2023](#)).

The implementation of P3KNK at the Bandung Islamic University Library provides a realistic and relevant learning context. The structured work environment of the university library enables students to gain a comprehensive understanding of the dynamics of collection management and academic services. This environment supports the development of students' holistic understanding of the library's role as an integral part of the implementation of the Tri Dharma of Higher Education, particularly in supporting education and research. Overall, the results of the activity confirm that P3KNK serves as a bridge between academic learning and librarianship practice. This program not only provides work experience but also encourages reflection that deepens student learning. Thus, P3KNK can be viewed as a professional development model that significantly enhances the competence, work readiness, and professionalism of prospective librarians in university libraries.

## **CONCLUSION**

P3KNK plays a strategic role as an experiential learning platform that accelerates the internalization of students' librarianship competencies. The primary significance of this activity's findings lies in the program's ability to transform theoretical knowledge into contextual understanding and professional skills relevant to real-world work needs in the library environment.

The P3KNK program at Universitas Islam Bandung Library demonstrated that student involvement in core librarianship activities not only improves technical skills but also contributes to the formation of a professional perspective on the role of librarians as information managers and providers of academic services. This hands-on experience strengthens students' readiness to engage with the dynamics of librarianship, which demand precision, responsibility, and adaptability.

In terms of community service implications, this program provides practical benefits to partner institutions through operational support for services and collection management, while also serving as a relevant model for community service in the development of librarianship education. P3KNK can be viewed as an effective collaboration model between universities and partner libraries to enhance the quality of learning, and it has the potential to be replicated in other university libraries by adapting to the institution's context and needs. However, this activity still has limitations regarding the duration of implementation and the scope of work units involved. Therefore, future program development should focus on extending the implementation period, expanding the range of librarianship services, and documenting student competencies in a more measurable manner so that P3KNK's contribution as an experiential learning model can be optimized.

## **AUTHOR'S NOTE**

The author declares that there is no conflict of interest in the writing and publication of this article. All data and information presented were obtained through P3KNK and were compiled honestly and responsibly. The author also confirms that this article is free from plagiarism and has been compiled in accordance with applicable academic ethics. We would like to express our gratitude to Universitas Islam Bandung Library and all parties who have supported the implementation of this activity and the writing of this article.

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