

E-Handbook as a Guide to Information Technology-Based School Library Management

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ABSTRACT	ARTICLE INFO
<p>This research aims to develop a guidebook for information technology-based school library management, as well as determine the level of product suitability in guiding school library managers in school library management which includes technical services and library services by the National School Library Standards. This research method uses research and development (Research & Development) with the Borg & Gall model starting from the stages of research and data collection, planning, initial product development, initial trials, revision 1, field trials, and final revisions. The preparation of the guidebook was carried out by collecting data through a literature study. The sampling technique uses the method of accidental sampling, using 11 respondents. The validity of the data was tested by calculating the percentage of product validity, while data analysis used the mixed method. The results of the research are in the form of a guidebook for information technology-based school library management which is packaged in a form flipbook. Based on the results of validation tests and field trials, this guidebook is suitable for use. This is proven by the assessment results given by media expert validators who obtained a feasibility score of 93% or can be categorized as Very Valid, apart from that, a categorized eligibility percentage of 95% was also obtained as Very Valid from the assessment results provided by material expert validators. During the field trials, the feasibility results were 88% or could be categorized as Very Valid. The overall results of the assessment scores given to products that have been developed can be categorized as Worth it to be used as a guide for school library management.</p> <p>© 2024 EduLib</p>	<p>Article History: <i>Submitted/Received 24 Jul 2024</i> <i>First Revised 14 Aug 2024</i> <i>Accepted 29 Sep 2024</i> <i>First Available Online 07 Oct 2024</i> <i>Publication Date 01 Nov 2024</i></p> <hr/> <p>Keywords: <i>Library digitization,</i> <i>Library management,</i> <i>School library management guide,</i> <i>School library.</i></p>

1. INTRODUCTION

The library is an educational facility that has an important role in the learning process at school (Fauzi, 2022; Komalasari et al., 2020; Afriatin & Danusiri, 2021). In general, the definition of a library is a learning resource that can improve reading ability and interest and provide information that can be accessed through reference books, encyclopedias, indexes, and so on (Apriani, 2020). The school library as a learning resource requires an ideal library, so it requires management according to the National School Library Standards. Managing a school library requires good technical skills, so the direction of policies and activities must be to the stated objectives. Therefore, management is very necessary in arranging the steps that must be implemented by all elements of the library (Rodin, 2019).

The National School Library Standards state that school libraries must provide libraries that meet national library standards and national education standards. When the library has carried out its obligations by applicable standards, an assessment or accreditation will be carried out. Accreditation is carried out by the National Library Accreditation Institute of the Republic of Indonesia (LAP-NRI) based on applicable standards. Based on data from the Central Statistics Agency (BPS), Indonesia has 178,723 libraries, but only 10,794 libraries have accreditation scores. The number of accredited libraries from 2021 to 2023 can be seen in the graph below.

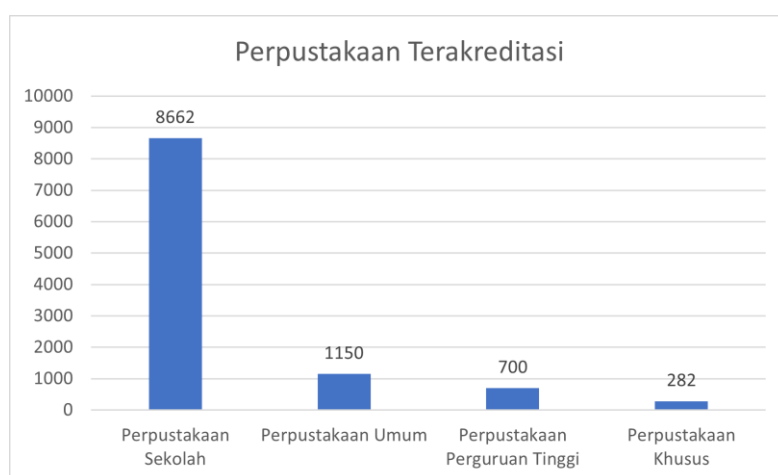


Figure 1. Number of Accredited Libraries in 2021-2023

Figure 1 data from the Central Statistics Agency (*Badan Pusat Statistik/BPS*), states that the total number of accredited libraries is 8,662 school libraries or the equivalent of 80.24%; 1,150 (10.65%) public libraries; 700 (6.48%) university/PT libraries; and 282 (2.61%) special libraries that have been accredited. BPS defines an accredited library as having received formal recognition from an accreditation agency and fulfilling the requirements to carry out library management activities (Dihni, 2022). Based on data from accredited Primary School Libraries by National Library Standards. In 2021, Malang City had 363 school libraries, divided into 195 accredited state elementary school libraries, 70 private elementary school libraries, 27 state junior high school libraries, and 71 private junior high school libraries (Dispussipda, 2021), but from the total number Overall, there are not many libraries that have been

accredited that have good accreditation scores. This is caused by libraries that are not managed well, there are still many obstacles faced by libraries, especially school libraries (Haryono & Rivai, 2023).

Regarding the physical condition of several school libraries, especially in the Malang City area, several factors cause libraries not to function according to their objectives, including : (i) lack of human resources who can manage the library, (ii) lack of school concern in managing the library, (iii) there are no expert librarians who can manage the library, (iv) lack of supporting facilities and infrastructure available, (v) minimal knowledge regarding library management, (vi) teachers who also act as library managers, (vii) collection materials are dominated by old collection materials (Setiawan, 2020).

Library management is the main foundation in achieving effective and efficient library services (Dian & Wahyuni, 2019; Ellong, 2018; Fahmi, 2020). The evolving role of libraries, from physical to digital information providers, demands an innovative and adaptive management approach to technological changes and user needs. Library management includes not only operational aspects such as acquisition, maintenance, and preservation of collections, but also management of human resources, user services, and the use of information technology (Alimi et al., 2019; Sa'diyah & Adli, 2019). One of the main challenges in modern library management is the integration between the information systems used and the collections owned to support easy access and search for information (Damayanti et al., 2023). In addition, libraries must also consider increasing staff competence in using the latest technology to support better services and be responsive to global information developments.

Library management is the process of planning, organizing, coordinating, and monitoring (Putri, 2021; Mariani & Irawati, 2021). Based on Government Regulation Number 24 of 2014 concerning libraries, Article 43 states that standards in school library management must include the following criteria: planning, organizing, implementing, and evaluating (Sofyan & Ansar, 2022). Library management cannot be separated from service management. According to the National School Library Standards, school libraries must provide at least two types of services, namely Technical Services and User Services. Technical Services, namely the acquisition and processing of library materials. User Services are activities that provide services to library users such as circulation services (borrowing collections), reference services, and reading services (Nurcahyono et al., 2015).

Along with the development of information technology, school libraries must have standards in the technical implementation of libraries that can facilitate library management in carrying out library management, so there is a need for innovation in supporting the library development process, especially in school libraries (Novitasari & Handayani, 2022). Libraries need a guide that can help library management carry out management activities effectively and efficiently. The guide can be in the form of a guidebook in library management, to facilitate accessibility for library managers in using the guidebook, the guidebook can be compiled following developments in information technology and the needs of school library managers. A good guidebook must meet the criteria of the 2008 National Ministerial Regulation that the guidebook must contain procedures, product material descriptions in carrying out activities or work that can be used as a reference (Permendiknas, 2008), and be prepared using clear and easy to understand language (Purwanto, 2017).

Similar research has been carried out with the title "*Making a School Library Management Manual at SMAN 1 Painan*" In 2017, the research found that the SMAN 1 Painan school library was not well managed due to a lack of human resources capable of managing the library. Therefore, researchers created a media in the form of a school library management guidebook which contains the stages of good library management by standards to make it easier for library managers to manage school libraries (Permata & Marlini, 2017). Based on this research, the researcher developed a product in the form of an electronic guidebook (*E-Handbook*) information technology-based school library management that can be used by all school libraries.

Previous research focused on creating a library management guidebook to overcome the obstacles faced by one of the librarians at SMAN 1 Painan in managing the school library, while this research compiled an electronic guidebook (*E-Handbook*) information technology-based school library management (Permata & Marlini, 2017). This is a form of innovation that can make it easier for librarians to carry out information technology-based library processing. Development *E-Handbook* carried out by the National School Library Standards. Different from the guidebooks compiled by previous researchers, *E-Handbook* This article discusses guidelines for library management using information technology starting from basic management concepts to library management processes in technical services and services in school libraries as well as school library accreditation management.

E-Handbook This is provided in the form flipbook which can be accessed on the network, thereby facilitating accessibility for school library management. Flipbook can be assessed as quality if flipbook is made to resemble a digital version of a book, has search facilities, and can be combined with multimedia (Aprilia et al., 2017; Febriati et al., 2019). Besides that, the *E-Handbook* is equipped with pictures, information, and flow diagrams showing the library management process, as well as video tutorials on managing libraries using information technology. This research is important for further study to enrich literacy studies regarding information technology-based library management, especially in school libraries. The objectives of this research include the preparation of an electronic guidebook in the form of a flipbook for school library managers, especially in the Malang City area, as a means of making it easier for school library managers to manage existing services in school libraries including technical services and services in school libraries that are by National School Library Standards.

2. METHODS

2.1. Types of research

The research method applied in this research is research and development (*Research and Development/R&D*) to design and test new products and evaluate their feasibility and effectiveness when implemented (Sugiyono, 2022). The research and development of this product use the Borg & Gall development model which consists of 10 steps, then the research model steps are modified and limited by the researcher to 7 stages according to the researcher's needs, which include: (i) research and data collection carried out through literature study to collect information supporting product development; (ii) planning is used to design information technology-based school library management guidebook products; (iii) initial product development is the stage of preparing a guidebook which is packaged in a form *flipbook*; (iv) The initial trial is carried out in the validation stage by expert validators which

include media experts and material experts; (v) initial product revisions are carried out based on the results of assessments provided by expert validators; (vi) Field trials are carried out on school library managers at elementary, middle, and high school levels; (vii) final product revisions are obtained from the results of field trials and are also the final product in this development research (Sugiyono, 2022).

2.2. Data Collection Techniques

Product trials were carried out in several school libraries in the Malang City area from March 8 2024 to March 31, 2024. The selection of trial locations was carried out through *accidental sampling*, namely the nearest school library that is willing to be a research trial location. Data collection was carried out during the trial by distributing instrument questionnaires which were measured using a Likert scale with four levels, namely: (4) Very Appropriate, (3) Appropriate, (2) Not Appropriate, (1) Not Appropriate. Initial trials were carried out by media expert validators and material experts. Meanwhile, the field trial involved 5 elementary school libraries (SD), 3 middle school libraries (SMP), and 3 high school libraries (SMA). Library managers fill out a product assessment questionnaire that researchers have developed via Google Forms.

2.3. Data analysis technique

Data obtained from questionnaires that have been given to media expert validators, material experts, and school library managers are then processed to be tabulated, grouped, and synthesized to display a structured pattern as a form of interpretation of research results. The next step is for researchers to look for intervals or percentages to determine whether the product produced is valid or not using the following formula.

$$P = \frac{\Sigma x}{\Sigma x_1} \times 100\%$$

Information:

- P = Percentage
- Σx = Number of respondents' answers
- Σx_1 = Number of ideal values

After knowing the results of the validity percentage analysis, then all analysis results are adjusted to the product validity category which can be seen in table 1 below.

Table 1. Validity Categories

Interval	Category
0% – 20%	Very Invalid
21% – 40%	Invalid
41% – 60%	Less Valid
61% – 80%	Valid
81% – 100%	Very Valid

Source: (Sugiyono, 2022)

Furthermore, all the results of the analysis will be discussed in stages starting from the data collection stage to the implementation stage of the information technology-based school library management guidebook by the school library manager.

3. RESULTS AND DISCUSSION

3.1. Information Technology-Based School Library Management Guidebook

The development research carried out by the researchers produced a product in the form of a guidebook for information technology-based school library management which was packaged in a form flipbook. This guidebook consists of 6 chapters, including Chapter 1 introduction, which contains information related to the background to the preparation of the guidebook as well as the legal basis for the preparation of the guidebook. This guidebook was prepared based on Government Regulations, Laws on Libraries, and National Library Standards.

Chapter 2 School Library Management, contains information related to library management material which includes management in general, school library management, the objectives of school library management, management functions consisting of planning, organizing, implementing, and supervising, as well as school library management using information technology. In chapter 2 this manual is equipped with a general description and usage software library automation and installation procedures software which can be used to manage the library. The automation systems used in this guide include slims 9 Bulihan software.

Chapter 3 Management of Technology-based Technical Services, contains information related to the technical management of school library services, and what must be done by school libraries. These services include Collection development, library material management, and school library administration.

Chapter 4 Management of Information Technology-based Library Services, discusses the management of information technology-based library services, in this chapter, the user services that must be implemented by school libraries are explained. These services include circulation services, reference services, and information literacy services.

Chapter 5 School Library Accreditation Management discusses information regarding the meaning, objectives, and benefits of library accreditation, apart from that it will also discuss financing and implementation of library accreditation. This chapter will also include a school library accreditation instrument. Chapter 6 Closing, contains the conclusions in the discussion of the entire guidebook.

This guidebook is equipped with a cover consisting of front cover which contains information on the title of the guidebook, apart from that it also contains the name of the author and the agency logo which consists of the Malang State University logo, the Vocational Faculty logo, and the independent campus logo as well as the back cover which contains brief information related to the biography. author and title of guidebook. The use of the cover is a form of visualization of the discussion presented in the information technology-based library management guidebook.

This guidebook is presented in the form of a flipbook, so when making it you need to pay attention to the characteristics flipbook to produce an interactive and informative guidebook in presenting the material. As for characteristics flipbook that is, it resembles a digital version of a book where each page on the book sheet can be turned back and forth, has search facilities, and can be combined with multimedia (Aprilia et al., 2017). In making access to an

easier flipbook guidebook, the researcher provides access media in the form of a QR code. Quick Response Code (QR Code) is a barcode in matrix form that has two dimensions, so it can help to provide information directly with the help of a scanner (Sinaga et al., 2022).

3.2. Product Development Stages

The development of information technology-based school library management guidebooks through seven stages of the Borg & Gall development model which includes: (i) research and data collection; (ii) planning; (iii) initial product format development (iv) initial testing (v) initial product revision (vi) field trials (vii) product revision resulting from field trials (Sugiyono, 2022), the description of these stages includes:

First, research and data collection in this research was carried out through a literature study (Sugiyono, 2022). Literature study is carried out by reading books, searching documents, and analyzing documents on the same subject. The results of the literature study obtained include National Library Standards (SNP) documents for elementary to high school, school library accreditation guidelines documents, school library accreditation instruments obtained from the official website of the National Library of the Republic of Indonesia, statistical data on the number of accredited libraries in Indonesia obtained via the website of the Indonesian Central Statistics Agency, data on the number of school libraries that have been accredited in the Malang City area by the SNP obtained via the official website of the Malang City Regional Library and Archives Service, in addition to research articles on the preparation of school library management guidelines, technology-based library management information, utilization QR Code, as well as media-based learning flipbook. The following is the data obtained by the researcher through a literature study to support the product that the researcher will develop.

Second, planning is the design stage of product preparation in the form of a guidebook for information technology-based school library management which is packaged in a form flipbook. The planning stages carried out by researchers consisted of seven stages, including (i) analysis of the material used as a reference in compiling the framework of the guidebook; (ii) the collection of material is used for references and references in preparing the framework of the guidebook and the contents of the guidebook; (iii) Designing the contents of the guidebook in the form of a table of contents of the book or a framework of the contents of the book which contains elements of completeness of the book so that the contents of the resulting book are systematic; (iv) Preparation of guidebooks based on the material collected and the table of contents compiled. (v) The cover or envelope design is based on the discussion in the guidebook. The cover design created by the researcher consists of two parts, namely the front cover and the back cover. The book cover design was created using the software Canva which displays several components as a form of visualization of the topics discussed; (vi) Manufacturing planning Flipbook Handbook using software Flip PDF professional who produced the book the guide becomes more interactive. 7) Planning for making access to media. Researchers use access media in the form of a website-based QR Code.

Third, Product development which is the process of preparing electronic manuals (E-Handbook) information technology-based school library management. The preparation of the table of contents of the guidebook contains 6 chapters consisting of introduction, school library management, management of school library technical services, management of school library user services, school library accreditation management, and conclusion. After

compiling the table of contents, the process of compiling the user manual is then carried out by Ms. Word software version 2021 with a total of approximately 300 pages. Making a guidebook cover is done by selecting several components that suit the topic of discussion, then arranging them and coloring them. After the cover creation process is complete, the prepared guidebook is combined with the cover and converted into a format flipbook. Development flipbook the guidebook carried out by researchers will produce access links and also access media. The access media is a QR code that can be distributed to library managers to access guidebooks.



Figure 1. Guidebook for library management and access media.

Fourth, the product testing process will be carried out in the validation stage by media experts and material experts. At this stage, the aim is to collect data that will be used to determine the validity of the product. The product assessment carried out by media experts was measured using five indicators which include : (i) characteristics of the guidebook; (ii) completeness of presentation; (iii) flipping experience; (iv) multimedia combination; and (v) access media. Meanwhile, validation carried out by media expert validators is measured using an instrument containing several assessment indicators which include (i) Flipbook guidebook; (ii) School library management; (iii) Information technology-based school library management; (iv) school library technical services; (v) school library user services; and (6) School library accreditation management. In detail, the results of the initial trials can be seen in Table 2 below.

Table 2. Analysis of Expert Validation and Field Trial Data

No.	Appraiser	Amount	Maximum score	Percentage	Category
1	Members of the Media	78	84	93%	Very Valid
2	Materials Expert	148	156	95%	Very Valid
Average Percentage				94%	Very Valid

Source: Results processed by researchers in 2024

Based on the overall assessment indicators carried out by media expert validators, they obtained a score of 78 or the equivalent of 93%, so it can be stated that the information technology-based school library management guidebook is packaged in the form of flipbook worthy to carry out field trials on a small scale if seen from the indicators assessed by media experts. Meanwhile, the results of the validation carried out by the material validator, the overall score obtained from all assessment indicators carried out by the material expert validator was 148 or 95% of the maximum score, so it can be concluded that the school library management guidebook is information technology based. Worth it to use based on the suitability of the material.

Fifth, revise the product after there are deficiencies or weaknesses in the assessment and input from validators, media experts, and material experts. The improvements that need to be made by researchers include adding a concept map for the entire topic of discussion and adding pictures and illustrations that illustrate the workflow, apart from that, navigation also needs to be added to go directly back to the dashboard so that flipbook the result is more interesting. After the product has been repaired, field trials can be carried out in school libraries, especially in the Malang City area.

Sixth, The small-scale field trial stage in this research involved school library managers at the elementary, middle, and high school levels. The testing process carried out in the field involved 11 school libraries, divided into 5 elementary school libraries, 3 middle school libraries, and 3 high school libraries which used questionnaires distributed to library managers. The questionnaire distributed contains several assessment indicators which include : (i) Flipbook Guidebook; (ii) Access media; (iii) School Library Management; (iv) Information technology-based school library management; (v) Technical services and school library user services; (vi) school library accreditation management. The data on the results of small-scale field trials is in Table 3.

Table 3. Evaluation Results of the Field Trial Questionnaire

No.	Assessment Indicators	Average Score	Percentage
1	Flipbook Guidebook	32.0	89%
2	QR Access Media	3.4	84%
3	School Library Management	13.6	85%
4	Information Technology-Based School Library Management	10.9	91%
5	Technical Services and School Library Users	17.5	88%
6	School Library Accreditation Management	17.7	89%
Average Overall Score		95.18	88%

Source: Results processed by researchers in 2024

The overall score obtained from all assessment indicators carried out by school library managers is 95.18 or 88% of the maximum score, so it can be concluded that the information technology-based school library management guidebook is suitable for use judging from the suitability of the materials and media used. However, there is a need to improve certain aspects of the guidebook material, implementation procedures, and the selection of media used to improve the quality of the material contained in the guidebook as a whole.

Seventh, the final revision was carried out after a testing process on a small scale in the field, namely with the library managers at each target school. This revision is the final revision resulting from the library management's response regarding the product being tested. The suggestions and input obtained through the final assessment included the addition of a

checklist instrument in the guidebook as a form of differentiation from other school library management guidebooks already circulating on the market.

3.3. E-Handbook as a Guidebook for Information Technology-Based School Library Management

School libraries as learning resource centers are required to provide better and more effective information services so that they can attract the attention of students, teachers, and other school communities. Therefore, libraries must be able and continue to demonstrate their existence in meeting the information needs of students and teachers. Most of the management and development of school libraries in the Malang City area has followed the National Library Standardization rules, however, the actual implementation is not by library program planning, especially in terms of managing school library services, so the implementation of development is not yet optimal, especially in terms of service delivery and management of library materials (Nihla, 2021). This is caused by several factors, including : (i) the lack of knowledge of library managers (librarians) in managing libraries; (ii) librarians in school libraries are not experts, but teachers; and (iii) the service process is still manual and does not use technology (Nasehah, 2021).

The limited knowledge of library managers in managing school libraries means that libraries are not managed by National Library Standards so increasing competency is very necessary for librarians in managing school libraries well and by National Library Standards. Improving the competence of librarians and school library managers can be done by providing guidelines that are easy to understand and in line with current technological developments. Preparation of products in the form of electronic manuals (E-Handbook) Information technology-based school library management that can be used by every elementary and middle school level can be used as a guide in managing the library. This product contains several features that can make it easier for library managers to access information.

The guidebook in the form E-Handbook has been prepared according to criteria to produce a guidebook that is easily accessible to librarians. This manual contains instructions for using items or work instructions for using automation systems that can be used in school libraries from the installation process to system operation. Apart from that, there are also instructions for managing technical services and library user services. The work instructions in this guidebook are in the form of a structured workflow complete with pictures and videos that can be followed by librarians. Apart from that, it is also equipped with an instrument containing complete documents that can be used as a reference for readiness for school library accreditation. The writing of this guidebook has been adapted to Indonesian language rules which are clear and easy for library managers to understand. This is in line with the opinion of (Purwanto, 2017). Regarding a quality guidebook, it must contain work instructions, can be used as a reference for carrying out work, and use language that is clear and easy to understand.

E-Handbook Information technology-based school library management produced by researchers is packaged as a flipbook. Information technology-based school library management guidebook in form flipbook which is made using the software Flip Pdf Pro and has a word search feature that library managers can use to search for information contained in guidebooks. To give an informative impression in conveying information, flipbook The manual is equipped with work instructions packaged in the form of videos, pictures, and flow diagrams. Besides that, flipbook the resulting product looks like a book equipped with some

navigation that can direct library managers to the desired page. This is in line with the opinion of (Putri & Slamet, 2021), that flipbook is created using special software that can produce interactive book pages, as well as opinions by Aprilia et al. (2017) regarding the characteristics flipbook A good one must contain search facilities, can be combined with various types of multimedia, and have the impression of opening a book (flipping experience).

Drafting flipbook The technology-based school library management guidebook prioritizes ease of access for school library managers in reading the content of the material presented in the guidebook, so researchers use access media in the form of QR Code (Quick Response Code) in accessing flipbook information technology-based school library management guidebook. Selection of access media in the form of QR code because it is easy to read and fast in conveying information. Thus, the products that researchers have developed can provide convenience for school library managers in carrying out library management activities (Arifin, 2022). This is in line with the opinion Anggari (2022) that a QR code is an access medium in the form of two-dimensional symbols which are fast response codes in conveying information.

The school library management guidebook that has been prepared by researchers guides library managers, especially in managing school libraries. The information presented in this information technology-based school library management guidebook is by the characteristics of the guidebook (Purwanto, 2017), the characteristics flipbook (Aprilia et al., 2017), and the access media used (Anggari, 2022). This guidebook has been tested for validity by media expert validators and material experts and field trials have been carried out to see the suitability of the guidebook for use by library managers. Based on the results of the assessment and suggestions provided, the guidelines presented in this guidebook are suitable for use and make it easy to assist library managers in carrying out school library management by applicable library standards and preparing for library accreditation.

The ease of use of this guidebook makes school library managers able to manage the library well and according to applicable National Library Standards. So, it can be interpreted that library management can be carried out without external material assistance or training activities organized by certain parties because this book is equipped with technical and non-technical library management material with the aim of school libraries being able to carry out library accreditation activities. This is in line with the aim of development research, that this product makes it easier for school library managers to manage existing services in school libraries including technical services and services in school libraries that are by National School Library Standards.

4. CONCLUSION

Based on the results of development research carried out by researchers, it can be concluded that the product development is in the form of a guidebook for school library management based on information technology in the form of a flipbook It is hoped that this can be one of the suggestions that librarians or school library managers can use in managing information technology-based school libraries based on the National School Library Standards. This manual consists of Chapter 1 introduction; Chapter 2 School Library Management; Chapter 3 Management of Technology-Based School Library Technical Services; Chapter 4 Management of Information Technology Based Library Services; Chapter 5 School Library Accreditation Management; and Chapter 6 Conclusion, which is packaged in flipbook

form, is also equipped with pictures, service management flow diagrams, video tutorials on library automation system development, legal basis and library accreditation instruments.

Based on the results of assessments from media experts, material experts, and field trial respondents, it was stated that the information technology-based school library management guidebook product was packaged in the form of a flipbook for school library managers Worth it for use in school libraries, especially to assist the process of managing school libraries using information technology. Proven by the assessment results given by media expert validators who obtained a feasibility score of 93% or can be categorized as Very Valid, apart from that, a categorized eligibility percentage of 95% was also obtained as Very Valid from the assessment results provided by material expert validators. The field trial involved 6 elementary school (SD) library managers, 3 middle schools (SMP) library managers, and 3 high school (SMA) library managers. This assessment obtained a feasibility result of 88% or could be categorized as Very Valid. The overall results of the assessment scores given to products that have been developed can be categorized as Worth it to be used as a guide for school library management.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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