


## An Evaluation Implementation of the Head National Library Regulation No. 11/2017 at SMP N 5 Batusangkar

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### Abstract

To improve library management in accordance with the National Library Standards (SNP), schools must comprehensively implement the Head of Library Regulation No. 11 of 2017. This study aims to examine the implementation of: (1) collection standards, (2) facilities and infrastructure standards, (3) service standards, and (4) library personnel standards at SMP N 5 Batusangkar based on the Head of Library Regulation No. 11 of 2017. This research employed a qualitative evaluation using the discrepancy model. The study was conducted at SMP N 5 Batusangkar, involving three key informants: the school principal, the head librarian, and a library staff. Research instruments consisted of interview guidelines, observation sheets, and documentation. Data were collected through in-depth interviews, participant observation, and document analysis. Data analysis was carried out using data triangulation, including source and technique triangulation. The results of the study show that: from the 12 library collection standards, only 1 standard has not been implemented. Second, from the 5 standards of library facilities and infrastructure, the 4 standards have not been implemented properly. Third, from the 10 library service standards, only 4 standards have been implemented, but the other 6 standards have not been implemented properly. Fourth, from the 6 standards of library staff, only 4 standards have been implemented, but the other 2 standards have not been implemented properly. In other words, the library of SMP N 5 Batusangkar has implemented the Head of Library Regulation No. 11 of 2017, but still needs improvement in several aspects.

**Keywords:** Evaluation, Discrepancy Model, Perka No.11 of 2017

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### INTRODUCTION

School libraries are essential support facilities for teaching and learning, playing a crucial role in enhancing educational quality. Their function extends beyond mere book storage to serve as information centers, learning resources, and hubs for developing students' literacy; therefore, school library management must adhere to nationally prescribed standards to ensure optimal performance. To guarantee the quality of library services and administration, the government has issued the Regulation of the Head of the National Library No. 11 of 2017 concerning the National Library Standards for Junior Secondary Schools (SMP) / Madrasah Tsanawiyah (MTs). According to these provisions, a school library is required to meet six standards: collection standards, facilities and infrastructure standards, service standards, staffing standards, operational standards, and management standards (Perka, 2013). In particular, the staffing standard for school/madrasah libraries is regulated by the Regulation of the Minister of National Education of the Republic of Indonesia No. 25 of 2008, which stipulates that each

school/madrasah may appoint a head librarian from either the teaching or educational staff lines and must have library personnel who possess specific educational qualifications and competencies (Permendiknas, 2008).

The legal foundations outlined above make clear that a library is a mandatory facility for every school, and that library administration and operations at each educational level must conform to the National Library Standards. School libraries are indispensable as learning resources for students, a position echoed by Darmono (2019), who describes the school library as a central learning source within the school environment. As a component of instruction, the school library supports educational quality by sharpening and broadening students' abilities in reading, writing, thinking, and communication.

To improve library management in accordance with the National Library Standards (SNP), schools must implement several critical factors comprehensively. First, the development of clear policies and procedures is essential to ensure that library administration is directed by the school's needs and aligned with the curriculum. Second, effective and relevant collection management should be realized by adding popular fiction, reference works (such as regional language dictionaries and directories), and other collections in line with national standards, alongside organizing materials to facilitate user access. Third, enhancing the competence and professionalism of library staff through training and certification is necessary because skilled personnel are better able to manage collections and serve users effectively. Fourth, adequate facilities and infrastructure, including multimedia facilities, technological equipment, and digitized services significantly support service effectiveness and user comfort. Fifth, optimal service delivery requires adherence to standard operating hours, the activation of literacy and promotional programs, and partnerships with external stakeholders to expand networks and learning resources. Finally, the administrative and organizational aspects of the library must be strengthened by meeting formal requirements such as obtaining a Library Registration Number (Nomor Pokok Perpustakaan, NPP) and establishing a complete organizational structure so that library administration operates professionally and in accordance with national regulations. Based on these principles, Fauzi (2022) summarizes six national standards for improving school library management: clear policy and procedure development; effective and relevant collection management; enhancement of staff competence and professionalism; improvement of facilities, infrastructure, and technology; service optimization for users; and reinforcement of administrative and organizational aspects.

This problematic portrait is further corroborated by Bala & Nasir (2020), who report that common issues in school libraries persist across contexts: insufficient leadership commitment to library development; inadequate library buildings and rooms; a lack of necessary facilities and infrastructure; limited funding for library operations; a shortage of human resources for library management; failure to consider the library as a strategic unit for supporting teaching and learning; the absence of library hours integrated into the curriculum; suboptimal utilization of the library in teaching and learning activities; noncompliance with the National Library Standards; and insufficient adoption of information and communication technologies.

Several prior studies have examined school libraries. Nursangadah (2019) investigated "Optimizing Library Services to Enhance Reading Motivation at MTsN Kaliangkrek, Magelang Regency." Walid et al., (2020) explored "Strengthening Research-Based Literacy Culture in Madrasahs through Optimization of Library Functions at MTs Negeri 1 Kota Batu." Isra (2021) studied "Implementation of Library Collection Management at MTsN 15 Tanah Datar in Relation to the National Library Standards for School Libraries." Wafa (2022) examined "Implementation of the National Library Standards in Higher Education Libraries at Universitas Negeri Kiai Haji Achmad Siddiq

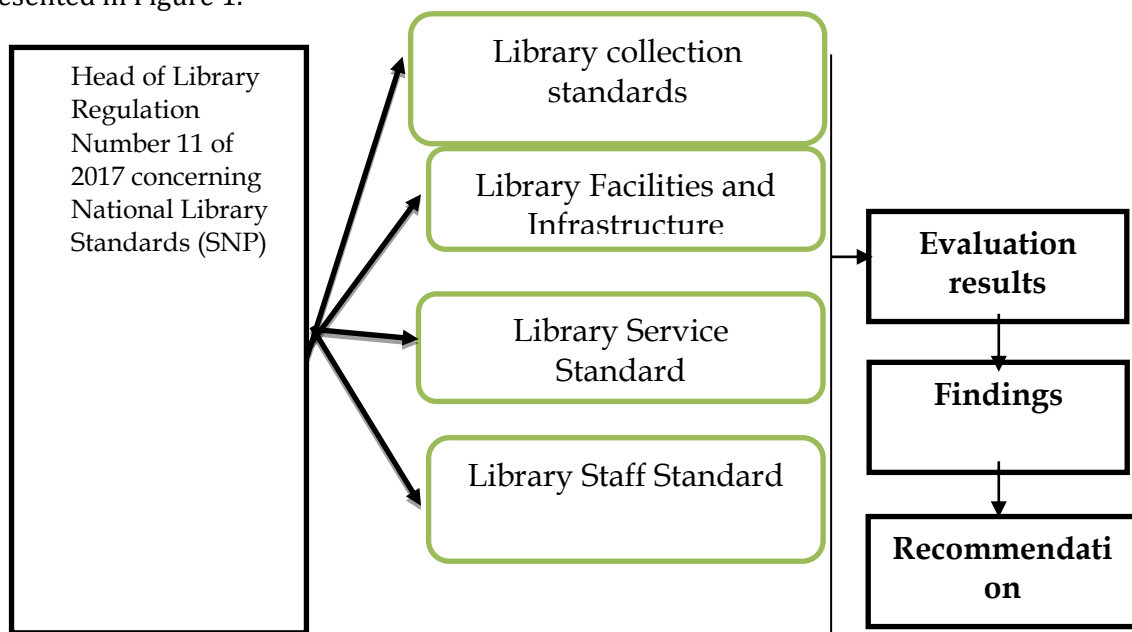
(UIN KHAS) Jember.” Suhartini (2021) investigated “The Role of School Libraries in Supporting Curriculum 2013-Based Learning at Madrasah Tsanawiyah Negeri 6 Tebo, Jambi Province.”

There are five public junior high schools (SMP) in Lima Kaum District, Tanah Datar Regency: SMP N 1, SMP N 2, SMP N 3, SMP N 4, and SMP N 5. SMP N 5 Batusangkar was selected as the research site on scientific grounds because it lacks a Library Registration Number (NPP), whereas the other four schools already possess one. Consequently, an evaluation is required to identify administrative and operational shortcomings that impede compliance with the standards. The absence of an NPP indicates gaps in adherence to the National Library Standards (SNP) that may affect legal standing, accreditation, and accessibility of library services. This study aims to provide systematic empirical evidence regarding the level of implementation of the Regulation of the Head of the National Library No. 11 of 2017 and to determine priority areas for improvement. The evaluation findings are expected to inform internal school policy recommendations, including administrative steps for obtaining an NPP as well as technical improvements in collection management, classification, and services. Thus, the research site was chosen strategically to allow an in-depth analysis that can drive measurable improvements in library quality and compliance with national standards.

On this basis, the author is motivated to conduct the study entitled “Evaluation of the Implementation of the Regulation of the Head of the National Library No. 11 of 2017 at SMP N 5 Batusangkar.” Specifically, the study seeks to evaluate the implementation of: (1) collection standards, (2) facilities and infrastructure standards, (3) service standards, and (4) library personnel standards at SMP N 5 Batusangkar in accordance with Regulation No. 11 of 2017.

## METHOD

This study employed a qualitative evaluation design using the discrepancy model. According to Posavac (2016), qualitative evaluation involves procedures that generate non-numeric information to help evaluators understand programs and participants’ interactions with those programs. In this research the discrepancy model was applied to identify gaps occurring within each program component; as Ambiyar dan D (2019) explain, this model is intended to determine discrepancies between established standards and the actual implementation of program components. The research framework is presented in Figure 1.



The study was conducted at SMP Negeri 5 Batusangkar, located in the Bukit Gombak Education Complex, Baringin Village, Lima Kaum District, Tanah Datar Regency, West Sumatra (27211). Research instruments consisted of observation guides and interview protocols. The primary data sources were the school principal, the head librarian, and a library staff member at SMP Negeri 5 Batusangkar.

## RESULT AND DISCUSSION

### Library Collection Standard

Based on interviews with the school principal (Respondent 1 / R1), the head librarian (Respondent 2 / R2), and the library staff (Respondent 3 / R3), the following findings were obtained. R1 stated that all print materials, such as textbooks, curriculum support books, general reading materials, and other reference books are available and sufficient for all students. Textbooks are updated annually, whereas other titles are only supplemented sporadically. The school consistently provides the required textbooks to serve students and teachers; when the curriculum changes, textbooks are replaced as needed and purchased using BOS (School Operational Assistance) funds. However, enrichment collections, especially fiction (e.g., novels and TeenLit), are available only intermittently and have not reached the recommended quantities relative to the number of class groups at SMP N 5 Batusangkar. R2 observed that, in general, the types of collections are fairly complete, but periodicals such as magazines are limited and not maintained according to publication cycles; conversely, the school subscribes to several newspapers; Padang Ekspres, Harian Mimbar Minang, and Harian Singgalang. R2 also noted that library materials are arranged according to subject headings, but the library has not fully adopted the Dewey Decimal Classification. R3 added that audio-visual collections (e.g., learning CDs) are no longer available, having been displaced by the digital disruption; audio-visual instruction now relies on electronic sources such as television, laptops, computers, and smartphones connected to the school Wi-Fi. R3 further described routine collection maintenance practices, such as repairing torn or damaged books (usually on an annual basis) and recovering loaned books from students; minor repairs are often carried out in-house, while more extensive repairs are outsourced to local copying/printing services when needed. These interview findings are corroborated by collection observations summarized in Table 1.

**Table 1. Collection Standard at SMP N 5 Batusangkar**

No.	1. Collection Standard	Observation result	Discrepancy	Evidence
<b>a. Types of Collections</b>				
1	The library holds print works (textbooks, curriculum support books, reading materials, and reference books).	Exist	No discrepancy	Research appendix
2	The library holds periodicals (magazines, newspapers).	Exist	No discrepancy	
3	The library holds audio-visual materials, audio recordings, video recordings, and electronic resources.	Exist	No discrepancy	
<b>b. Collection size</b>				
4	The library provides sufficient quantities of compulsory textbooks	Exist	No discrepancy	Research

	to serve all students and teachers.			h appendi x
5	The library should maintain an enrichment collection with a 70% non-fiction : 30% fiction ratio and, for 7–12 class groups, a total of approximately 1,500 titles.	Exist	No discrepancy	
6	Annual additions to the collection should decrease proportionally as the total collection grows (e.g., +10% for 1,000 titles; +8% for 1,500 titles; +6% for 2,000+ titles).	Exist	No discrepancy	
7	The library should subscribe to at least two magazine titles and two newspaper titles.	Not Exist	The library subscribes to three newspapers (Padang Ekspres, Harian Mimbar Minang, Harian Singgalang) but does not maintain regular magazine subscriptions, purchasing magazines only occasionally.	
<b>c. Reference Materials</b>				
8	The library should possess at minimum three dictionaries (Indonesian, local language, foreign language), encyclopedias, regional statistical books, directories, legislation, atlases, maps, biographies, and sacred texts.	Exist	No discrepancy	Researc h appendi x
<b>d. Processing of Library Materials</b>				
9	Library materials should be cataloged, classified, assigned subject headings, and organized systematically with reference to: (a) bibliographic description guidelines and the determination of main entry headings (Indonesian cataloging regulations); (b) the Dewey Decimal Classification scheme; and (c) subject heading guidelines.	Exist	No discrepancy	Researc h appendi x
<b>e. Stocking and Weedings</b>				
10	The library should conduct	Exist	No discrepancy	Researc

	stocktaking and weeding at least once every three years.			h appendi x
<b>f. Preservation and Conservation</b>				
11	The library should undertake preservation measures, including controlling environmental conditions such as adequate lighting and humidity.	Exist	No discrepancy	Researc h appendi x
12	The library should repair damaged materials at least once per year.	Exist	No discrepancy	

Based on the observation table above, it can be stated that of the six collection standards, one standard has not been fully implemented, namely, the obligation to subscribe to at least two magazine titles and two newspaper titles, meaning that, overall, the library at SMP N 5 Batusangkar has implemented the Regulation of the Head of the National Library No. 11 of 2017 in respect of collection standards.



**Figure 2. Library Collection at SMP N 5 Batusangkar**

The findings indicate that printed collections are routinely updated for textbooks, while periodical subscriptions remain incomplete and selective; furthermore, audio-visual materials have largely been replaced by electronic resources. This shift reflects a broader trend toward digital

technologies in supporting teaching and learning, and implies that the library should revise its acquisition and collection-management strategies to remain relevant and to meet students' information needs effectively.

### Library Facilities and Infrastructure Standard

Based on interviews with the school principal (Respondent 1 / R1), the head librarian (Respondent 2 / R2), and a library staff member (Respondent 3 / R3) regarding the library's facilities and infrastructure at SMP N 5 Batusangkar, the following findings were obtained. R1 reported that the library building measures approximately 8 × 11 m, which is adequate for only 3–6 class groups, whereas the school has 9 of class groups (three for each grade 7, 8, and 9). Consequently, the technical arrangement of space does not conform to the stipulated requirements and the library can accommodate at most two class groups per day; in practice, student visits to the library are therefore limited and never involve all nine class groups on the same day. R2 further observed that the current facility is better described as a single "room" rather than a dedicated library building, since it lacks a separate structure; this room contains the collection area, reading area, work area, and multimedia area, but is somewhat cramped due to internal partitions. Although most furniture and equipment exist, workstations are insufficient for simultaneous users: there is one workstation set for the head librarian, one for the librarian, and only two sets for student use, which necessitates a rotating schedule when students wish to use the computer workstations. R3 added that the library's location is easily visible to passersby but is relatively distant from classrooms and teacher offices; students are physically closer to the canteen than to the library. Historically, the former library location occupied a central position in the school's learning activities and attracted frequent visitors from students and staff, but the present site, situated below the main campus and requiring descent via stairs has reduced its accessibility and attractiveness. As a result, both students and staff now visit the library less frequently except when accompanied by teachers for scheduled learning activities.

These interview findings are corroborated by observational data summarized in Table 2.

**Table 2. Library Facilities and Infrastructure Standard at SMP N 5 Batusangkar**

No.	2. Facilities and Infrastructure Standard	Observation result	Discrepancy	Evidence
<b>a. Building / Space</b>				
1	The library floor area should be at least 0.4 m <sup>2</sup> per student; for 7–12 class groups the minimum floor area is 144 m <sup>2</sup> .	Not Exist	According to the librarian, the library measures 8 × 11 m and is adequate only for 3–6 class groups	Research appendix
2	The technical arrangement of space follows the prescribed requirements.	Not Exist	The technical layout does not follow the established requirements; the library can accommodate only 2 class groups per day.	
<b>b. Area</b>				
3	The library building/room should	Not Exist	All functional areas (collection, reading, work,	Research appendix

	provide distinct areas for collections, reading, work, and multimedia		and multimedia) are combined in a single room and are separated only by partitions.	
<b>c. Equipment</b>				
4	The library should provide facilities such as work furniture (1 set per user), storage furniture (1 set per library), multimedia equipment (1 set per library), and other necessary supplies (1 set per library).	Exist	No Discrepancy	Research appendix
<b>d. Library Location</b>				
5	The library should be located at the centre of learning activities and be easily visible and accessible to students, teachers, and educational staff.	Not Exist	The library at SMP N 5 Batusangkar is distant from classrooms and the teachers' office; its location is neither strategic nor conducive.	Research appendix

Based on the observation table above, it can be stated that of the four assessed standards for library facilities and infrastructure, only one standard has been implemented while three others remain unfulfilled. In other words, SMP N 5 Batusangkar has not yet fully implemented the provisions of the Head of the National Library Regulation No. 11 of 2017. The interview and observational findings from the three key respondents are corroborated by documentary evidence, including photographic documentation.



**Figure 3. Library Location of SMP N 5 Batusangkar**

The data indicate that the facility's limited floor area ( $8 \times 11$  m) is insufficient to accommodate all class groups simultaneously, producing a daily capacity constraint; the cramped layout, limited furnishings, and inadequate technological facilities do not fully meet user needs; and the library's non-strategic location reduces independent visitation by students and staff. Administratively, the library has not achieved full compliance with national standards; therefore, improvements in space allocation, facility completeness, and accessibility are required for the library to function more effectively as a learning hub.

### **Library Service Standard**

According to interviews with the school principal (Respondent 1 / R1), the head librarian (Respondent 2 / R2), and a library staff member (Respondent 3 / R3), circulation, reference, and information literacy services are generally available, but programmatic implementation is inconsistent. R1 explained that a mandatory reading program had been planned with scheduled time slots for each class, yet its execution is hampered by conflicts with compulsory lesson time and extracurricular activities; teachers nonetheless bring classes to the library for instruction at least once per semester, and homeroom teachers occasionally direct students to the library when lesson schedules permit. R1 also noted that the library's formal user-education program (at least once per year) has not been held, primarily due to insufficient library staffing. R2 reported that information literacy activities are provided on an ad hoc basis rather than as a formally scheduled program and ideally should occur at least three times per year at each grade level; promotional activities are limited (typically conducted only once annually during school orientation), visitor logs exist but monthly/annual statistics and activity reports have not been compiled, and cooperation has occurred with a mobile library service that sometimes leaves books at the school. R3 added that initiatives to foster reading interest (e.g., competitions, talk shows, writing activities) have never been systematically organized, although subject-based learning activities in the library under teacher and

librarian supervision do take place and teachers regularly assign independent or project work that encourages students to consult multiple references. Overall, observational data summarized in Table 3 support these interview findings and indicate that library service programs require better planning, regular scheduling, documentation, and promotional strategies to meet national standards and to enhance the library's role in supporting teaching and learning.

**Table 3. Library Service Standard at SMP N 5 Batusangkar**

No.	2. Service Standard	Observation result	Discrepancy	Evidence
<b>a. Opening Hours</b>				
1	The library should provide services to users for at least seven (7) hours per working day.	Exist	No Discrepancy	
<b>b. Types of Service</b>				
2	Library services should include circulation services, reference services, and information literacy services.	Exist	No Discrepancy	Research Appendix
<b>c. Mandatory Reading Program</b>				
3	SMP N 5 Batusangkar should have a mandatory reading program conducted in the library.	Not Exist	SMP N 5 Batusangkar has not operated a mandatory reading program in the library for the period 2023–2025.	
<b>d. Librarian Education Program</b>				
4	The library should run a library-user education program at least once per year.	Not Exist	SMP N 5 Batusangkar has not conducted an annual library-user education program, primarily due to a shortage of library staff.	
<b>e. Information Literacy Program</b>				
5	The library should provide information literacy programs at least three (3) times per year for each grade level.	Not Exist	Information literacy activities are implemented only on an ad hoc basis in response to requests; there is no structured program meeting the minimum frequency of three times per year per grade.	
<b>f. Library Promotion</b>				

6	The library should promote its services through brochures/leaflets, wall magazines/library magazines, lists of new books, display of collections, and competitions related to library use.	Not Exist	Library promotion is conducted only once annually, during the school orientation period (MPLS).	
<b>g. Reporting</b>				
7	The library should prepare service activity reports (statistics) at least in the form of monthly and annual reports.	Not Exist	No Discrepancy	Research Appendix
<b>h. Partnership / Cooperation</b>				
8	The library should develop through cooperation with other school libraries, public libraries, professional library organizations/forums, and foundations and/or corporate institutions.	Not Exist	Formal cooperation in the form of an MoU has not been established with the regional library or other school libraries.	
<b>i. Curriculum Integration</b>				
9	The library should conduct curriculum-integrated activities that promote reading habits, such as synopsis competitions, book talk shows, and creative writing (poetry, prose, essays)	Not Exist	Activities such as synopsis contests, book talk shows, and creative writing events have not been organized.	
10	The library should engage in activities integrated with the curriculum, including subject-based learning in the library supervised by teachers and the librarian; delivery of information literacy instruction; involvement in planning instructional materials; assisting teachers to access and utilize public information resources; organizing electronic book and journal reading activities; assisting teachers in identifying teaching materials; and identifying reference sources for	Exist	No Discrepancy	

instructional materials.			
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Based on the observation table above, it can be stated that out of nine assessed service standards, only four have been implemented while five remain unfulfilled. In other words, SMP N 5 Batusangkar has not yet fully implemented the service-related provisions of the Head of the National Library Regulation No. 11 of 2017. Triangulation of interview, observation, and documentary data (including photographic evidence; see Figure 4. Library Reports of SMP N 5 Batusangkar) supports this conclusion.



**Figure 4. Library Reports of SMP N 5 Batusangkar**

The findings indicate weaknesses in the availability of sufficiently robust and regular services, the delivery of structured information literacy programs, the integration of library activities into curriculum-based subject learning, and the systematic preparation of activity reports. Specifically, mandatory reading programs, annual library-user education, and the required frequency of information literacy sessions remain inadequate. Promotional activities are relatively weak and events designed to stimulate reading interest (such as contests and talk shows) have not been implemented systematically. These deficiencies limit the library's ability to function optimally as an attractive, accessible learning hub. Therefore, priority improvements are required in program implementation, promotional strategy, visitor statistics management, and the development of ongoing collaborative activities to enhance the quality of library services.

### Library Staffing Standard

Interviews with the school principal (Respondent 1 / R1), the head librarian (Respondent 2 / R2), and a library staff member (Respondent 3 / R3) yielded the following key findings regarding staffing. R1 reported that SMP N 5 Batusangkar currently employs one library staff member; given the school's nine class groups, this does not meet the standard that requires a minimum of two library staff. According to R1, the current library staff member holds a Diploma-III (D-III) qualification in library science from an accredited higher education institution specializing in archives and documentation. R2 confirmed that the head librarian is the sole full-time library employee and noted that the staff member's remuneration is at a minimum level; however, the librarian has previously received career guidance and periodic training, for example in programs aimed at enhancing librarians' competencies. R3 added that the head librarian was appointed by the school principal but often originates from the teaching staff and therefore may lack formal certification in librarianship; in practice, the head librarian frequently holds a Bachelor of Education (S.Pd) rather than a degree in library science. R3 also noted occasional opportunities for competency development provided by relevant authorities, and that official directives often recommend each school appoint at least two library representatives drawn from primary, junior, and senior secondary levels. These interview data are corroborated by observational evidence summarized in Table 4.

**Table 4. Library Staffing Standard at SMP N 5 Batusangkar**

No.	4. Library Staffing Standard	Observation result	Discrepancy	Evidence
<b>a. Number of Library Personnel</b>				
1	The library shall be managed by at least one (1) library staff member.	Exist	No Discrepancy	Research Appendix
2	The school shall employ at least two (2) library staff members.	Not Exist	The library currently employs only one staff member.	
3	Library personnel should hold at least a Diploma-2 (D-II) qualification in library science.	Exist	No Discrepancy	
<b>b. Head of Library</b>				
4	The school principal appoints the head of the library.	Exist	No Discrepancy	Research Appendix
5	The head of the library should have an academic qualification of at least a diploma in library science or another field from an accredited higher-education institution.	Not Exist	The head of library holds a Bachelor of Education (S.Pd) in an education-related field rather than a qualification in library science.	
6	The head librarian and library staff should be entitled to remuneration above the minimum living wage and to social welfare benefits.	Exist	No Discrepancy	

Based on the observation table above, it can be concluded that not all subcomponents of the two library-staffing standards have been fully implemented. In other words, while SMP N 5 Batusangkar has partially implemented the Head of the National Library Regulation No. 11 of 2017 with respect to staffing, further improvements are required to optimise future library operations. Photographic documentation supports these findings (Figure 5. Head Librarian and Library Staff, SMP N 5 Batusangkar).



**Figure 5. Library Head and Librarian of SMP N 5 Batusangkar**

The data indicate that the library is managed by a single librarian holding a D-III (Associate) qualification in library science, but the number of staff is insufficient given the school's nine class groups; ideally, at least two library personnel are required. Although the head librarian was appointed by the principal, the appointee's academic background is in education rather than in library science. Staff welfare provisions (remuneration and social benefits) are adequate at minimum levels, yet career development and competency-building activities remain incidental rather than systematic. Consequently, recruitment of additional library staff and increasing the frequency of professional training are necessary to optimise library management.

## **DISCUSSION**

Based on this evaluative study, the collection standards of the SMP N 5 Batusangkar library have been implemented partially in accordance with the Head of the National Library Regulation No. 11 of 2017, particularly with respect to core collections. This conclusion is supported by the observed availability of printed materials, which are generally complete and adequate for instructional needs; textbooks, in particular, are renewed routinely with each curriculum cycle and are largely procured through the School Operational Assistance (BOS) programme, indicating sustained provision of core learning resources (Farmer & Phamle 2021). However, enrichment collections; both non-fiction and popular fiction (e.g., novels and TeenLit) tend to remain static because relatively few recent editions are acquired, so the recreational component of the collection lacks

currency and breadth (Wilkinson, 2024). Consequently, although the library satisfactorily meets core curricular requirements, the long-term relevance and diversity of its recreational collections require greater attention. In light of these findings, a planned and sustained collection-development and renewal strategy is needed to strengthen collection relevance and to support students' literacy development and reading habits over time (Choppin et al., 2022).

The number of required textbooks in the library of SMP N 5 Batusangkar is considered sufficient to serve both students and teachers; likewise, essential reference materials, including statutory and regulatory documents, are available to support academic needs and instructional activities. However, the enrichment collection has not reached an ideal size and remains far from the target of 1,000 titles, so its proportion relative to the number of class groups is inadequate and reveals quantitative limitations in the non-text collection (Herren, 2021). This situation indicates that basic library services are relatively well provided, but the sustainability of multi-service information provision depends on efforts to expand and update the enrichment collection (Reid & Maybee, 2022). Therefore, a planned and periodic acquisition strategy and a dedicated budget allocation are required to improve the quality and diversity of the enrichment collection in order to comprehensively support student learning and literacy (Fitrianto et al., 2022).

Library materials are generally described and assigned subject headings according to established guidelines, which facilitates access to collection content. Nevertheless, the study's findings show that implementation of the Dewey Decimal Classification is not yet comprehensive, with a number of items remaining unclassified according to international standards. Inconsistency in applying this classification system may impede users' ability to discover information and reduce catalog interoperability with other library systems, thereby diminishing metadata quality and overall information services (Preminger et al., 2020; Fortier et al., 2022). For this reason, efforts are needed to improve processing consistency through technical training for librarians and the development of classification SOPs, together with regular evaluations of DDC implementation to strengthen catalog accuracy and ease of information access (Morgan et al., 2025).

Stock-taking (stock opname) and shelving are conducted at least every three years, thereby satisfying minimum requirements; nevertheless, the frequency of these activities should be reviewed to ensure the long-term quality of the collection (Szydowski et al., 2025; Mwantimwa & Msoffe, 2025). Maintenance of library materials through control of environmental conditions (e.g., temperature and humidity) shows satisfactory performance, while physical repairs of damaged items are carried out roughly once per year. Much of the restoration work is done externally rather than in-house (Verticchio et al., 2021; Garside & Bradford, 2024). Meanwhile, the physical audiovisual collection is nearly non-existent because many audio-visual resources have migrated to electronic formats accessible via the school's digital facilities. The findings indicate that conservation practices are in place, but the methods remain largely manual and constrained by limited technical capacity and available resources (Treat & VanCour, 2020; Wickens, 2024). The transition to digital collections therefore requires policy adjustments, mechanisms for digital preservation, and strengthened technical capacity in the library to ensure continued access and collection integrity (Keller, 2020).

Furthermore, the study's findings regarding facilities and library operations indicate that implementation is not yet fully aligned with the National Library Head Regulation of the Republic of Indonesia No. 11 of 2017. Observations show that the physical size of the SMP Negeri 5 Batusangkar library building is only adequate to accommodate 3 to 6 class groups, whereas the school actually has 9 class groups; hence the library space does not meet ideal technical requirements (Merga, 2021a). In practice, the library serves only two class groups per day, which limits routine access and reduces the library's availability. Observational data for building/room components indicate that,

administratively, the library has implemented national standards, but operational performance is not yet optimal because of space constraints and room management. These results underscore the need to increase room capacity and reorganize space so that the library can fully function as a learning center (Cox, 2023; Mady & Hewidy, 2025).

Allocated areas for collection, reading, staff work, and multimedia exist and thus fulfill the required functional components. Nevertheless, the physical arrangement reveals that these areas are still confined to a narrow, segmented room, which limits flexibility of use (Mei et al., 2020). Activities such as reading, staff work, and multimedia usage frequently overlap and require intricate scheduling. Observational scores of the spatial components show that the layout is adequate but not ideal. The cramped room configuration also reduces privacy and the capacity to accommodate simultaneous users, thereby undermining service effectiveness (ODonnell & Anderson, 2022). These findings indicate a need to redesign interior space and reconfigure sub-areas so that each functional zone operates more optimally (Lehmann, 2024).

Basic library furniture and facilities are available including tables, chairs, work desks, and a minimal number of computers, but their quantity and completeness remain insufficient to meet users' needs. Field observations found that only one set of table/chair/computer is available for the head librarian, one set for the library as a whole, and two sets for students, which forces rotational access to technology. As a result, computer-based learning activities are difficult to conduct simultaneously for several class groups (Wang & Wang, 2023). Observation scores for the furniture and ICT components indicate availability but limited capacity. The lack of equipment and technological facilities shows dependency on manual schedules and basic infrastructure (Msambwa et al., 2024; Bentil & Liew, 2024). These findings point to the necessity of procuring additional equipment, improving IT facilities, and planning technological adoption to better support instructional activities (Cai & Wei, 2025).

The library's current location is at the front area of the school, which makes accessibility relatively lower compared with a more central location. Field observations indicate that students and some educational staff are closer to and more frequently access the canteen than the library because of the canteen's proximity and more strategic placement. Access to the library generally requires permission, which becomes a barrier and discourages spontaneous visits. Observation scores for location were the lowest among assessed components. Relocating the library from an outlying building to a more central position has been associated elsewhere with increased visitation frequency and greater user engagement. These findings emphasize the importance of improving physical accessibility and reassigning the library's location so it can once again function as a central literacy hub (Takyi et al., 2023).

The study also found that SMP N 5 Batusangkar has not implemented reading programs consistently in accordance with National Library Head Regulation No. 11 of 2017, because such programs are not scheduled systematically. The library provides routine circulation services that enable lending during school hours. Services offered include circulation, reference services, and information literacy activities that support learning (Drange & Sandsør, 2024). Although information literacy activities are available, implementation tends to be reactive conducted on request or as ad hoc initiatives and is not routinely scheduled (Lance et al., 2023). Mandatory reading programs have been planned and scheduled for classes, but in practice they are difficult to execute due to conflicts with compulsory curricular activities and extracurricular events. Teachers still frequently accompany students to the library as a substitute for a structured program, which undermines program sustainability (Sarifah et al., 2025). These conditions indicate that, although core service components exist, the consistency of mandatory reading program implementation needs strengthening through more synergistic scheduling with school activities (May et al., 2024).

Library education programs that should ideally be conducted at least once a year are not run consistently (Merga, 2021b). Field observations link the low frequency of such programs to limited staff capacity, making regular implementation impractical. Training and instructional activities therefore tend to occur incidentally and not routinely (Merga & Mat Roni, 2025). The irregularity of these programs reduces opportunities for students to acquire sustained and structured information literacy skills (Merga, 2023). Although the library supports both teachers and students in meeting emergent needs, the absence of formal programs constrains systematic improvement of information competencies (Chourio-acevedo et al., 2023). Consequently, the findings stress the need to allocate human resources and to schedule recurring library education programs.

Promotional activities and library outreach are relatively weak despite some orientation-level promotional efforts. Routine promotional media, such as brochures, bulletin board displays, and collection showcases are not carried out optimally (American Library Association, 2015). Observations reveal variability in promotional practices: displays are conducted more frequently, but other promotional activities are minimal. Students promote library activities through school platforms, but this is sporadic and lacks an institutional strategy. Weaknesses in program scheduling and promotion negatively affect students' awareness and spontaneous library visits (Merga & Mat Roni, 2025a). These findings highlight the need for a structured, systematic literacy program and consistent promotional strategy to increase the library's visibility and user participation (Nabila et al., 2021).

Annual library reporting is already in place and demonstrates relatively adequate administrative compliance, but monthly reports are not routinely processed in a systematic statistical manner. Integration between the library and curriculum is operationally implemented, with teachers and librarians conducting learning activities in the library so that academic activities are integrated operationally (Silwattananusarn & Kulkanjanapiban, 2020). However, development of external collaborations remains weak and unstructured; formal MOUs or long-term partnership programs with external partners are limited. The lack of sustained external cooperation constrains access to additional resources and the continuity of joint programs that could enhance library services (Colvin & Croft, 2024). In summary, administrative quality and integration of learning activities should be accompanied by more systematic statistical management and the development of sustained external networks to improve library capabilities.

Overall, library staffing at SMP N 5 Batusangkar has been implemented in line with the National Library Head Regulation No. 11 of 2017. Based on interviews with school principals, the head librarian, and library staff, it was found that the school operates a single library service unit despite having nine class groups. According to national standards, a school with more than six class groups should have an adequately resourced library room (Staff, 2023). Although the single library unit is managing library operations reasonably well, its existence alone does not meet ideal standards (Merga, 2020). This limits the effectiveness and efficiency of library management and increases workload. The library's achievements are evident, yet limited staffing availability becomes a major constraint in improving library performance (Seasholes et al., 2023). Therefore, reallocating library personnel to optimize management is necessary.

Findings related to the head librarian indicate that the head is drawn from teaching staff within the subject area and has certification credentials, but their academic qualifications are not always specifically in library science; for example, many hold an S.Pd. (Bachelor of Education) rather than a diploma in library science. This reveals a mismatch between the educational background of the head librarian and the technical and managerial demands of library services (Apriyani et al., 2021). Despite this, the head librarian has received recognition for fulfilling minimum livelihood and social incentives. Career development for head librarians remains limited, and competency-building

training is provided only occasionally (Rahmawati et al., 2020). Upgrading qualifications and offering ongoing professional training for library heads remain critical steps to enhance managerial quality and library professionalism (ILA 2022).

Conversely, the ideal qualifications for head librarians and library staff at SMP N 5 Batusangkar should meet the standards set out in National Library Head Regulation No. 11 of 2017. For library technical staff, the minimum recommended qualification is a three-year diploma (D-III) in library science, which is already fulfilled by the current library staff. For the head librarian, the minimum recommended qualification is at least a two-year diploma (D-II) in library science or a relevant field. Given that many current heads come from educational backgrounds (S.Pd.), which are not always aligned with specific technical and managerial competencies in librarianship, this remains an important gap (Faulkner & Reiter, 2025). More specialized qualifications in library science will better support managerial quality and library service delivery (Cota, 2024). Therefore, improving staff qualifications and providing ongoing training for these positions are both necessary to create more professional and effective library management.

## CONCLUSION

Based on the evaluation of the implementation of National Library Head Regulation No. 11 of 2017, it can be concluded that the library of SMP N 5 Batusangkar has implemented some national standards but not consistently across all aspects: of the 12 collection standards, only one standard remains unimplemented so the collection generally meets requirements; of the 5 infrastructure standards, only one has been implemented while four remain unmet; of the 10 service standards, four have been implemented and six are still unimplemented; and of the 6 staffing standards, four have been met while two require improvement. The practical implications of these conditions call for strategic school policies to: (1) develop a scheduled collection development plan with emphasis on popular materials such as fiction to increase reading interest; (2) improve and/or provide an adequate library building and augment information technology and work facilities so that services can run simultaneously; (3) design and schedule information literacy and compulsory reading programs in synergy with school learning activities; and (4) raise the qualifications and number of library staff through continuous professional development. For future research, it is recommended to conduct in-depth studies on digital library management and the effectiveness of librarian training, evaluate the impact of infrastructure improvement interventions on visit frequency and student literacy outcomes, and undertake studies with larger samples to test the generalizability of findings and to measure the impact of policy changes on library service quality.

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