

Library Management in Enhancing Student Learning Motivation at SMP Negeri 1 Mangoli Tengah

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ABSTRACT

Literacy is a basic competency that every student must have to compete in the challenging digital world. This study aims to discuss how library management can contribute to increasing student learning motivation at SMP Negeri 1 Mangoli Tengah. This research method uses a descriptive qualitative approach and was conducted at SMP Negeri 1 Mangoli Tengah, Sula Islands Regency, in November–December 2024. The study subjects included the principal, vice principal, librarian, teacher, and students. The study results indicate that although the school library has limitations, such as the absence of professional librarians, limited budget, basic facilities, and manual cataloging systems, library management that is applied simply but consistently has significantly contributed to student learning motivation. The appointment of teachers as library managers, implementing a "reading day" policy, and arranging a comfortable reading room have increased student visits and literacy engagement. These findings support the theory that a supportive learning environment can shape students' intrinsic motivation and confirm that core management functions remain the driving force behind learning motivation, even with minimal facilities.

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1. INTRODUCTION

Improving the quality of education is the top priority in the development of Indonesia's human resources in the global era. In this context, literacy becomes a fundamental competency every student must possess to compete in a digital and challenging world. Good literacy enhances critical thinking skills and encourages active learning and problem-solving abilities (OECD, 2023). Literacy is no longer limited to the ability to read and write but extends to information processing, digital comprehension, and the capacity to synthesize knowledge from diverse sources. In the era of the

Fourth Industrial Revolution, where data and information shape economic and social structures, students must be equipped with multiliteracy skills that enable them to navigate complex realities and make informed decisions (Adam et al., 2024)

However, the fact is that the reading interest of the Indonesian people is still relatively low. Based on data from the Central Statistics Agency (2020), only about 23.5% of the population accesses information through reading, while the rest prefer television or radio as their main sources of information. This poses a unique challenge for the education sector, as the low reading interest directly impacts the process and outcomes of student learning. Low reading interest results in limited exposure to new knowledge, shallow comprehension, and difficulty building independent learning habits. It also affects national education indicators such as PISA (Programme for International Student Assessment), where Indonesian students consistently rank below the OECD average in reading literacy.

Moreover, the issue is compounded by unequal access to quality reading materials, particularly in rural and remote areas, where school libraries are either under-resourced or underutilized. Teachers also face challenges in integrating literacy practices into subject teaching due to limited training or support. This systemic gap underscores the need for comprehensive and collaborative interventions from policy support and school-based management to parental engagement and community-driven literacy programs. Without significant improvements in literacy culture, efforts to build a competitive and resilient generation will face substantial obstacles.

Therefore, strengthening literacy must be positioned as a national movement supported by all stakeholders. As central nodes of knowledge access, school libraries need to be revitalized as repositories of books and as dynamic learning spaces. Programs that promote reading for pleasure, digital literacy, and critical engagement with texts should be systematically embedded into the school curriculum. In doing so, Indonesia can foster a generation of students who are not only academically proficient but also intellectually independent, ready to face the complexities of the globalized world.

One of the factors affecting the low reading interest among students is the lack of optimal management of school libraries. Law Number 43 of 2007 states that libraries have a strategic function as centers for lifelong learning and as indicators of the progress of civilization. However, many school libraries are still unable to perform that function to the fullest (Republic of Indonesia, 2017).

Professional and systematic library management is crucial for creating an effective library as a learning resource center. This includes the processes of planning, organizing, mobilizing, and supervising all library resources. Shannon (2018) mentioned that schools implementing modern library management experience an increase in visits and usage of collections by students, which positively impacts their learning motivation.

Libraries are no longer just places for storing books; they have evolved into digital information centers, spaces for exploring knowledge, and facilities for developing students' literacy skills (IFLA, 2019). Therefore, library management that is adaptive to students' needs and technological advancements becomes the key to success in supporting learning.

SMP Negeri 1 Mangoli Tengah, as one of the leading schools in the Mangoli Tengah District, has library facilities. However, based on initial observations, the management of the library at the school has not been running optimally. Some of the issues found include the lack of book availability, unappealing room arrangements, and low student visit rates to the library (Personal Observation Data, 2025).

That condition affects students' low learning motivation, especially regarding reading. According to Ryan and Deci (2020), learning motivation is an internal force that directs students to engage in the learning process actively. Low learning motivation is often associated with a lack of supportive learning environment stimuli, including the role of libraries.

In the Islamic perspective, seeking knowledge is an obligation, and knowledgeable people are promised a high position, as stated in Q.S. Al-Mujādilah [58]:11. This shows that spiritual encouragement and religious values are also important in motivating students to learn. Therefore,

providing representative learning facilities such as a good library becomes part of the effort in value-based education (Hidayat, 2021).

Several previous studies have discussed factors that influence students' learning motivation, such as learning media (Kemhay, 2018), discussion methods (Soamole, 2021), and the role of teachers (Umanahu, 2020). However, few studies have specifically highlighted the contribution of library management in enhancing students' learning motivation, especially in geographical contexts such as the Sula Islands.

Based on that background, this research aims to analyze how library management can contribute to increasing student learning motivation at SMP Negeri 1 Mangoli Tengah. With a focus on managerial approaches and their influence on student learning behavior, it is hoped that the results of this research can provide practical contributions to schools and the development of educational management science in 3T areas (frontier, outermost, and least developed).

2. METHODS

This research uses field research with a descriptive qualitative approach. This approach was chosen because it can deeply describe the library management process and its impact on students' learning motivation in the natural school context (Rijali, 2019). The research location was determined to be at SMP Negeri 1 Mangoli Tengah, Sula Islands Regency. Data collection was conducted during November–December 2024 according to the activity plan that had been prepared.

The research subjects are the principal, vice principal, librarian, teachers, and students. Meanwhile, the research object is the entire library management process (planning, organizing, implementing, supervising) and students' learning motivation, which is reflected in the frequency of visits, participation in literacy activities, and student's perceptions of the library. The existence of the library as a catalyst for students' reading interest is reinforced by the findings of Maktumah & Musayyidi (2023). Data Collection Techniques include non-participatory observation to record the physical condition of the library, services, and student activities (Ariyanti et al., 2022), semi-structured interviews with the principal, librarian, teachers, and students to explore their perceptions of library management and learning motivation (Rudini & Melinda, 2020), and documentation studies of daily visit data, collection lists, library work plans, and report card grades to reinforce field findings (Ariyanti et al., 2022).

Data Analysis Techniques follow the Miles, Huberman, & Saldana model, namely Data Reduction (selection, categorization, and coding) (Rijali, 2018), Data Presentation in the form of thematic matrices and structured narratives to map inter-category relationships (Rijali, 2018), and Conclusion Drawing and Verification iteratively until a consistent pattern between library management and learning motivation is obtained. The validity of the data is maintained through the triangulation of sources, techniques, and theories, namely by comparing information from observations, interviews, and documents and confirming with library management and learning motivation theories (Nurfajriani et al., 2024; Susanto, 2022).

3. FINDINGS AND DISCUSSION

This research was conducted at SMP Negeri 1 Mangoli Tengah to reveal how library management enhances students' learning motivation. Based on the results of interviews conducted with various parties at the school, it was found that the school has independently run the library management by appointing one of the teachers as the manager. The principal, Mr. Hairil Umasugi, stated that the management is entrusted to the assigned teacher, and all activities must continue to coordinate with the leadership. This is done so that the management of the library can run smoothly and more effectively.

The Vice Principal, Mrs. Nani H. Liambana, added that the management being implemented is quite good because the available book collection has met the needs of both students and teachers. Islamic Religious Education teacher Mrs. Fatma Tukuboya stated that library management is

structured, from organization and direction to controlling library resources. Meanwhile, the homeroom teacher of class VII A, Mrs. Faujia Umaternate, highlighted the importance of arranging a comfortable space to make students more interested in visiting the library. In her view, the presence of a neat and clean reading room has encouraged students' interest in reading during their free time.

Mr Ilham M. Umawaitina said that the library is managed by a designated teacher who pays attention to space and collection management. However, the library manager, Mr. Sudirman Masuku, revealed some weaknesses that still exist, such as the fact that the cataloging system has not been digitized and the literacy program has not been running optimally. This shows that library management in this school is still conventional and needs to be improved in terms of systems and technology.

Students responded positively to the library. Mutia Umasangaji, a Year 8 student, said that the library is very helpful because it provides books that match the school curriculum and that every Saturday, students are encouraged to read in the library. In practice, however, there are still limited human resources for library management, no professional librarian and a very limited budget for procuring new books. This means the book collection is not growing significantly, and the library facilities are inadequate to provide maximum comfort.

Regarding the benefits of library management, the principal stated that with an organized management system, data on book borrowing and library visits can be properly recorded. The vice principal emphasized that effective management enables all school community members to access references based on their needs easily. Another teacher added that a well-managed library ensures optimal service functions, particularly in supporting the teaching and learning process. This was supported by a student, Rahmania S. Umasugi, who said that the library helps students find references for assignments and increases their interest in reading.

Additional benefits of the library include the creation of an independent learning environment, the development of student responsibility, and the promotion of reading habits. The primary function of the school library goes beyond merely storing books; it also serves as a center for knowledge enrichment, a place for students to conduct simple research, and a source of references for teachers. As Mr. Ilham stated, the library is also used to expand knowledge and conduct small-scale research.

In its implementation, the school has established policies such as giving the library manager the authority to independently organize the space to create a comfortable environment for students and teachers. Literacy programs like Saturday Reading Day have also been introduced as part of a routine to cultivate reading habits. According to Ms. Fatma, the program aims to implement consistent library management and encourage students to engage more closely with the world of literacy.

Nevertheless, several limitations continue to pose significant challenges. The principal noted that the absence of a professional librarian has hindered optimal library management. The vice principal pointed out the lack of computers and internet access as barriers to effective support. Other teachers added that limited funding and resources prevent the school from meeting students' demands for certain types of books. Moreover, some students still struggle with the habit of returning books to their proper place after use.

In relation to student learning motivation, interview results revealed that most students demonstrated a good level of motivation in attending lessons. The principal noted that students appeared enthusiastic when directed by teachers to seek references in the library. The vice principal also emphasized the importance of consistent reading activities to enhance learning motivation. Teachers added that motivated students are typically marked by enthusiasm during lessons, active participation in asking questions, and a sense of responsibility toward completing assignments(Umasangadji, S. R., & Adam, A. 2025).

The forms of motivation observed include a desire to achieve good grades, regular reading habits, and positive responses to teacher assignments. Ms. Fatma stated that some students exhibit high levels of enthusiasm when they receive praise or other forms of appreciation from their teachers. Ms. Faujia also pointed out that motivation can be nurtured through constructive advice and student

character development to help them resist negative distractions from technology. Several teachers agreed that behaviors such as enthusiasm for reading and active engagement in learning are positive indicators of the success of library management (Im et al., 2025).

Other observed indicators of student motivation include consistent attendance, enthusiasm for learning in class, and a willingness to complete assignments on time. A student, Dewi Rahmadani, stated that she found it easier to understand the material and felt more responsible for her studies due to the habit of reading and seeking references independently. Teachers noted that the conducive atmosphere of the library also played a role in fostering students' intrinsic motivation.

Based on all the data and interviews gathered, it can be concluded that library management at SMP Negeri 1 Mangoli Tengah has significantly contributed to supporting students' learning motivation. Despite facing several challenges, including budget constraints, limited book collections, and the lack of professional staff, the library, through simple yet consistent management strategies, has become an integral part of efforts to enhance the quality of student learning.

This research was initially designed to answer how library management enhances student learning motivation at SMP Negeri 1 Mangoli Tengah. Field findings indicate that the appointment of a teacher as library manager, the implementation of a "reading day" policy, and the arrangement of a comfortable reading space have increased student visits and literacy engagement even though the school does not yet have a professional librarian and cataloging is still done manually. These outcomes directly fulfill the research objectives by demonstrating concrete mechanisms through which library management stimulates learning behaviors: the provision of relevant basic collections, regular lending services, and structured literacy programs have triggered students' intrinsic motivation for independent study.

From a theoretical perspective, the observed increase in motivation can be interpreted through the lens of Self-Determination Theory, which emphasizes the fulfillment of autonomy, competence, and relatedness needs (Ryan & Deci, 2020). The library provides a space where students can freely choose learning resources (autonomy), access materials that support task completion (competence), and engage in positive interactions with teachers and peers (relatedness). The existence of an organized loan recording system—even if still ledger-based fosters a sense of order that further strengthens perceptions of competence. Thus, these findings affirm that the library's physical and social environment, although modest, can mediate the internalization process of learning motivation.

When compared with previous research, the findings of this study are consistent with Shannon (2018), who reported a positive correlation between effective library management and higher academic achievement in U.S. schools. In the national context, these results reinforce the studies of Kemhay (2018) and Yakseb (2020), which underline the importance of literacy resources—both media and books—in boosting students' motivation in madrasah settings. However, the present research adds a new geographical and cultural dimension: the teacher-librarian model in an island-based school can produce meaningful literacy gains when accompanied by consistent school policies, diverging from Maktumah & Musayyidi (2023), who argued that catalog automation is the primary prerequisite for increasing visits. This discrepancy suggests that technology availability is not the sole determining variable; leadership and school culture also play significant roles.

Practical implications point to the need to strengthen the managerial functions of school libraries in resource-constrained environments. Schools with similar characteristics can adopt basic librarian training for teacher-managers, the institutionalization of scheduled literacy programs, and ergonomic improvements to reading spaces. At the policy level, the findings encourage local governments to allocate a more proportionate budget for expanding collections, providing basic digital devices, and ensuring internet access. Moreover, collaborative models with regional libraries or reading communities can serve as interim strategies to offset shortages in print and digital holdings.

Theoretically, this study confirms that the core management functions of planning, organizing, implementing, and monitoring remain the driving force behind learning motivation, even with minimal facilities. The findings also extend an understanding of how the interactions among

stakeholders (principals, teachers, managers, and students) within the library space create a positive learning ecology. The study's limitations, namely, a qualitative design at a single school and reliance on interview data, restrict generalizability, yet they open avenues for quantitative or mixed-methods research across a broader population of schools.

Future research can be directed toward testing the effects of catalog automation and the involvement of professional librarians on students' learning motivation by using standardized instruments such as the Academic Motivation Scale, thereby increasing inferential strength. In addition, longitudinal studies in other island regions would help map moderating variables such as community support, local literacy culture, and technology access. Consequently, the discourse on library management in resource-constrained schools can progress from descriptive to explanatory and, ultimately, to prescriptive, enriching the fields of educational management and school literacy in Indonesia.

4. CONCLUSION

This study shows that library management is important in supporting and enhancing students' learning motivation at SMP Negeri 1 Mangoli Tengah. Although the library management in this school still faces various limitations—such as the absence of professional librarians, budget constraints, basic facilities, and a manual cataloging system—the implementation of library management continues to function effectively and produces positive impacts. By appointing a teacher as the manager, implementing literacy programs such as "reading day," and arranging a comfortable reading space, the library has become an alternative learning environment that encourages students to learn independently.

The management, applied simply but consistently, has created orderly services, strengthened students' learning discipline, and fostered interest and habits in reading. The study's findings also indicate that students with regular library access show increased enthusiasm for learning, active participation in lessons, and greater responsibility toward academic tasks. This supports the theory that a supportive learning environment can shape students' intrinsic motivation.

Therefore, it can be concluded that although library management at SMP Negeri 1 Mangoli Tengah is not yet optimal in terms of facilities and technology, the participatory and needs-based managerial strategies implemented have successfully improved students' learning motivation. The practical implications of these findings emphasize the importance of strengthening library management in schools with limited resources through manager training, consistent minimal budget allocation, and the integration of literacy programs into the school culture. This study also opens opportunities for further research using quantitative or experimental approaches in a broader school context.

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