

Analysis Of Teacher *Librarian* In Managing The Library Of SMA N 2 Sidikalang

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Abstract

The school library plays a crucial role as a learning resource center in supporting the achievement of educational goals. However, at State Senior High School 2 Sidikalang, library management is still carried out by a teacher who also serves as a librarian, resulting in various management challenges. This situation requires the teacher librarian to be able to optimally divide roles between teaching and library management. This study aims to analyze the role of the teacher librarian in library management at State Senior High School 2 Sidikalang and identify the challenges faced. The research method used a qualitative descriptive approach. Data were collected through observation, interviews, and documentation with the teacher librarian, the head librarian, and support staff. Data analysis was carried out through systematic reduction, presentation, and drawing conclusions to obtain a clear picture of school library management practices. The results show that the teacher librarian's function includes planning annual work programs, organizing collections, mobilizing all school components to support literacy, and supervising library activities. However, management has not been optimal due to limited human resources who do not have a librarian background and time constraints due to a high teaching load. In conclusion, the role of teacher librarian at State Senior High School 2 Sidikalang is quite strategic in supporting library management functions, but still requires increased competence and support from specialized personnel so that library services are more effective and able to support the development of student literacy in a sustainable manner.

Keywords: *Teacher Librarian, Library Management, State Senior High School 2 Sidikalang*

INTRODUCTION

Government Regulation No. 24 of 2014 concerning the Implementation of Law No. 43 of 2007 concerning Libraries defines a school library as an integral part of learning activities and serves as a learning resource center to support the achievement of educational goals within schools or madrasas (RA et al., 2020).

Teacher librarians play a crucial role because all activities focus on how librarians provide the best service to the growing number of users using library services (Wardani & Wicaksono, 2023). As human resources for library management and information management agents, teacher librarians are mandated to meet users' information needs in line with current developments (Rinawati & Dewi, 2019).

As teacher librarians, they must be able to effectively manage school libraries. Library management is the process of organizing, directing, guiding, controlling, and influencing Library Resources (SDP) so that they can work, create, and carry out librarianship tasks in accordance with the library's duties, functions, and objectives (Bastian et al., 2022). Librarians and their staff are the spearheads, meaning they must have the ability to control the course of activities (Winoto, 2021). Providing excellent service to users is a must in the provision of library services (Yusniah et al., 2023). According to Daryono, "library management is an effort to achieve goals by utilizing human resources, information, systems, and financial resources while still paying attention to management functions, roles, and expertise."

A school or institution's library must establish good and orderly management so that the library can truly run as it should (Barowi, 2021). Library management is library management based on management theory and principles. Management theory is a concept of thought or opinion put forward regarding how management science is applied in an organization/library

(Rodin et al., 2021). With good library management in schools, it will naturally refer to the management functions themselves, where these management functions are inseparable from POAC (Planning, Organizing, Actuating, and Controlling) management.

At SMA N 2 Sidikalang, the school library is managed by teachers. This situation increases the teachers' responsibilities, as in addition to their primary role as educators, they must also serve as library managers. Ideally, a school library is managed by a librarian with an educational background in library science. However, in reality, school libraries are managed by teachers. Therefore, teachers, who also serve as library managers, must be able to manage their time, energy, and thoughts effectively to ensure they carry out all assigned responsibilities effectively.

The strength of human resources, particularly librarians, is a crucial asset in a library. Librarians, as the "people behind the machine" or information managers, should be able to innovate in various fields to leverage their accumulated knowledge as a strength (Susinta & Nursupian, 2025).

Based on the above background, the author examines "Analysis of Teacher Librarians in Library Management at SMA N 2 Sidikalang."

RESEARCH METHODS

This research uses a qualitative approach, which describes the respondents' opinions verbally, in accordance with the researcher's questions (Moleong, 2012). With this qualitative research, the researcher hopes to obtain detailed data on all aspects of the research, as they are directly related to the respondents. In this approach, the researcher will ask respondents about the facts that occurred, and also observe the surrounding conditions related to the research focus. This allows the researcher to provide detailed and accurate explanations during the analysis process.

The type of research used in this study is descriptive. Descriptive research describes a situation, event, object, or anything related to variables that can be explained either numerically or verbally (Punaji, 2010). This section of descriptive research contains observations, events, and experiences heard by the researcher, which must be recorded completely and objectively.

RESULT AND DISCUSSION

Results and Discussion

Teacher librarians, as human resources responsible for library management and information management agents, are mandated to meet users' information needs in line with current developments. To develop competent librarians, awareness and transformation within librarians are essential. Managing a library requires sound management skills to ensure all activities are aligned with the desired goals. Good management also helps maintain balance among diverse objectives and enables more efficient and effective implementation of activities.

The Role of the Teacher Librarian in Library Management at SMA Negeri 2 Sidikalang

1. The Teacher Librarian plays a planning role in library management at SMA Negeri 2 Sidikalang

Planning is the identification of a series of actions to achieve desired results. The planning function is carried out to establish objectives or a framework for actions needed to achieve specific goals (Fauzi, 2022).

Aritonang (2025) explained that library management planning activities at SMA Negeri 2 Sidikalang include:

"At the beginning of each academic year, an annual library work program is created, which includes plans for the procurement of new books, additions to non-book collections such as magazines, newspapers, and journals, and a schedule for literacy activities such as reading competitions, book reviews, and book bazaars."

Based on an interview with Palma (2025), she stated: "The library management planning process at SMA Negeri 2 Sidikalang involves various activities, ranging from program meetings, needs surveys, collection planning, facility development, to literacy programs and service digitization. All activities are designed to support the library's enhanced function as a center for school learning and literacy."

2. The teacher librarian plays an organizing role in library management at SMA N 2 Sidikalang

Organizing involves establishing a structure of roles by determining the activities required to achieve the objectives of grouping activities, assigning activity groups to managers, delegating their implementation, and coordinating authority and information relationships, both structurally and vertically, within the organizational structure. The result of organizing is the organization of all activities so that tasks and functions run smoothly, achieving organizational goals.

Based on an interview with a mother (Aritonang, 2025), she stated: "The activities carried out include grouping collections, arranging space, dividing tasks, creating an organizational structure, and managing administration, all of which aim to increase the effectiveness of library services for the entire school community."

3. The teacher librarian plays an actuating role in library management at SMA N 2 Sidikalang

Actuating involves motivating group members so that they desire and strive to achieve goals (Suhardi, 2018).

Based on an interview with (Palma, 2025), it states: "SMA Negeri 2 Sidikalang focuses on guiding, motivating, mobilizing, and directing all parties involved in the library, so that the library becomes an active and vibrant center of literacy activities within the school environment."

4. Teacher librarian as a controlling function in library management at SMA N 2 Sidikalang.

Controlling is a management function concerned with procedures for measuring work results against predetermined objectives. In other words, this function aims to ensure that the findings and implementation of activities (including the methods and equipment used) in the field are in accordance with plans (Rohman, 2017).

Based on an interview with (Palma, 2025), it states: "SMA Negeri 2 Sidikalang includes monitoring daily activities, checking collections, evaluating work programs, assessing student librarians, and preparing evaluation reports for continuous improvement in library management."

Obstacles Faced by Teacher Librarians in Managing School Libraries

1. Human Resources

Every individual must possess the competencies to begin a career, especially as a librarian (Wardani & Wicaksono, 2023). A person with competency in the library field is commonly referred to as a librarian. Their primary duties include managing the library and providing librarian services (Law Number 43 of 2007, Article 1, Paragraph 8). Not all library workers are librarians; a librarian must have education and training in librarianship.

Based on an interview with (Aritonang, 2025), it was stated that: "We teachers without a

library science background often experience difficulties in grouping and classifying collections according to standards."

2. Time

Based on an interview with (Palma, 2025), it was stated that: "My main difficulty is time. With a teaching load of 24 hours per week, it is very difficult to allocate dedicated time to optimally manage the library. Many library tasks, such as borrowing, returning, inventorying, and literacy program planning, are delayed or simply carried out." Similarly, (Aritonang, 2025) stated that: "The loan service is not optimal. When students want to borrow books outside of break time, the library is often unable to accommodate them because the teacher is teaching in class."

Discussion

School libraries play a crucial role in supporting the learning process, literacy development, and critical thinking skills in students. Therefore, school library management must employ competent human resources or experts in their fields to achieve or carry out each task, encompassing attitudes, behaviors, knowledge, and skills (Wardani & Wicaksono, 2023). Every individual, especially librarians, must possess the competencies to begin a job. Teacher librarians are school teachers who have received education or training in library science, ideally worth 30 credits.

Teacher librarians must be able to play their roles optimally, therefore, they need to possess five competencies: personal competency, managerial competency, educational competency, service competency, and scientific competency (Silvana & Setiani, 2018). Good library management demonstrates the librarian's abilities in line with their competencies. Library services include activities such as guidance, service, and information provision to users, including user services and technical services.

CONCLUSION

Based on the research results, it can be concluded that:

1. The teacher librarian's role in library management at SMA Negeri 2 Sidikalang includes planning annual work programs, organizing collections and assignments, mobilizing all library components to support school literacy, and supervising library activities and collections. Although carried out by teachers with concurrent duties, library management has strived to fulfill basic managerial functions.
2. Challenges faced include limited human resources competent in librarianship and teachers' limited time to manage the library due to their heavy teaching workload. This results in several library activities, such as loan services and collection management, being unable to run optimally.

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