BUILDING AN IDEAL LIBRARY: MANAGING FUNDING AND IMPROVING LIBRARY SERVICES IN SCHOOLS

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Abstract

Effective financial management is a crucial factor in providing adequate facilities and quality services. Library management and library services play a crucial role in supporting the learning process and improving literacy at SMAN 1 Galis Pamekasan. This study aims to describe the implementation of library management, which also encompasses the funding aspect of facilities, including the planning, organization, implementation, and evaluation stages of services, as well as assessing the quality of services received by users. The findings indicate that planning is carried out through the procurement and grouping of book collections, while organization involves collaboration between the principal, treasurer, facilities and infrastructure officers, and librarians in meeting library facility needs. This involves collaboration between elements within the school environment to meet facility needs and manage library financing, although the funding mechanism applied is not yet optimal and has not been documented in detail. Service implementation includes borrowing and returning books based on student cards, cataloging collections, and regular literacy programs such as reading corners and writing competitions. The evaluation indicates challenges in student discipline and adaptation to information technology, particularly the use of e-books. Therefore, strengthening collaborative and innovative management is needed to improve service effectiveness and foster a culture of digital literacy among students.
Keywords: Ideal Library, Financing Management, Library Management, Library Services.

Abstrak

Pengelolaan pembiayaan yang efektif menjadi faktor penting dalam menyediakan fasilitas yang memadai dan layanan yang berkualitas. Manajemen perpustakaan dan layanan perpustakaan memegang peranan penting dalam mendukung proses pembelajaran dan peningkatan literasi di lingkungan SMAN 1 Galis Pamekasan. Penelitian ini bertujuan untuk menggambarkan penerapan manajemen perpustakaan yang juga mencakup aspek pendanaan fasilitas, meliputi tahap perencanaan, pengorganisasian, pelaksanaan, dan evaluasi layanan, serta mengkaji mutu pelayanan yang diterima oleh pemustaka. Hasil temuan menunjukkan bahwa perencanaan

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dilakukan melalui pengadaan dan pengelompokan koleksi buku, sedangkan pengorganisasian melibatkan kerja sama antara kepala sekolah, bendahara, petugas sarana prasarana, dan pustakawan dalam memenuhi kebutuhan fasilitas perpustakaan dengan melibatkan kerja sama antarunsur di lingkungan sekolah untuk memenuhi kebutuhan fasilitas serta mengatur pembiayaan perpustakaan, meskipun mekanisme pendanaan yang diterapkan belum optimal dan belum terdokumentasi secara rinci. Pelaksanaan layanan meliputi peminjaman dan pengembalian buku berbasis kartu siswa, katalogisasi koleksi, serta program literasi berkala seperti pojok baca dan lomba karya tulis. Evaluasi menunjukkan adanya tantangan dalam kedisiplinan siswa dan adaptasi terhadap teknologi informasi, khususnya penggunaan e-book. Oleh karena itu, dibutuhkan penguatan manajemen yang berbasis kolaboratif dan inovatif untuk meningkatkan efektivitas layanan serta membentuk budaya literasi digital di kalangan peserta didik

Kata kunci: Perpustakaan ideal, Manajamen Pembiyaan, Manajemen Perpustakaan, Layanan Perpustakaan.

A. Introduction

The low literacy rate among Indonesian students remains a serious problem in education (Anisa et al., 2021; Budiarto, 2023; Satria et al., 2025). PISA 2022 data shows that Indonesia lags far behind many other countries in reading ability (Febriana et al., 2024; Saptaningrum et al., 2023; Susanto et al., 2024). One of the main causes of this low literacy rate is the inadequate functioning of school libraries as learning resource centers. Many schools, especially those in rural areas, have not been able to manage their libraries properly (Fernadi, 2022; Karima, 2021; Mas'udi et al., 2021; Suryana et al., 2022). These include a limited and inadequate book collection, a lack of supporting facilities such as computers and internet access, and a lack of innovative services provided to students (Hidayah & Hasanah, 2024; Saddam et al., 2023). Libraries, in fact, should be a crucial place to support student learning (Diana et al., 2022; Indah et al., 2025; Syam et al., 2021). Therefore, it is crucial to review how libraries are managed and financed to truly support improvements in educational quality.

Initial observations at SMAN 1 Galis Pamekasan indicate that library management at this school still faces various obstacles. For example, there is a lack of structured financial planning and minimal oversight of library fund usage. This directly impacts the quality of services provided by the library to students. Meanwhile, national education standards recognize libraries as mandatory facilities and require professional management. Therefore, this research is crucial to further understand how library financing is implemented and its impact on the quality of services provided.

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Several previous studies have discussed the issue of educational financial management in general, but not many have specifically addressed school libraries. For example, research by Hidayat et al. (2024) states that good budget planning can improve the quality of educational services. Meanwhile, Febrian (2023) underscores the importance of digitizing library services, which requires sustainable financial support. Meanwhile, Pongmangngatta & Kristanti (2025) state that weak transparency in library fund management impacts the low quality of service to users. Although these three studies provide important theoretical contributions, none have specifically examined library financing management with an integrative and comprehensive approach at the secondary school level, particularly in educational units in non-urban areas.

This study differs from previous research because it directly examines library financing practices at the secondary school level, examining the planning, implementation, and oversight processes in detail. It also emphasizes the importance of transparency and accountability in fund management to ensure its effective utilization. Furthermore, the approach used in this study involves various stakeholders within the school, such as the principal, library administrators, and teachers, to obtain a more comprehensive picture. This uniqueness and value make this study unique compared to existing studies.

The primary objective of this study is to determine the financing management practices for library facilities and services at SMAN 1 Galis Pamekasan. This study aims to illustrate the extent to which the planning, implementation, and oversight processes of library budgeting support improved service quality. With the results of this study, it is hoped that the school and other stakeholders will have better guidance in managing libraries. This research is also expected to make a tangible contribution to efforts to improve the quality of education and literacy culture in secondary schools.

B. Method

This research was conducted at SMA Negeri 1 Galis Pamekasan, located on Konang Highway, Konang Village, Galis District, Pamekasan Regency, with postal code 39682, and under the management of the Pamekasan Regency Government Education Office (M. Mahmud et al., 2024; Najiburrahman et al., 2024). The researchers employed a qualitative approach with a descriptive qualitative approach, focusing primarily on the management of facility financing and improving the quality of library services at SMA Negeri 1 Galis Pamekasan.

Data sources were obtained through interviews with the principal, library staff, staff in charge of facilities and infrastructure, and the school's ARKAS management team. Data were collected through interviews, observations, and documentation of ongoing activities. Interviews were conducted in a semi-structured manner, while observations

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were conducted with the researcher's direct participation (Dakir et al., 2021; Mustajab et al., 2021). The researcher's presence in this activity was an effort to obtain data directly from informants at SMA Negeri 1 Galis. In qualitative research, direct involvement is essential for gaining in-depth understanding. Therefore, the researcher's presence at the research location is essential, given that the researcher plays a primary role in collecting and processing data in accordance with the predetermined research focus. Furthermore, the researcher's presence also allows for an initial understanding of the research context and the design of subsequent steps in drawing conclusions.

In the data analysis stage, the researcher went through the processes of data condensation, data presentation, and conclusion drawing. To ensure data accuracy, verification of the authenticity of the information obtained was also conducted (M. E. Mahmud et al., 2022; Saleha et al., 2022). Through this validation process, the researcher was able to identify inaccurate information to ensure the final research results were truly accountable. During this process, the researcher conducted continuous checks through active participation, in-depth observation, and the application of triangulation techniques.

C. Results and Discussion
RAPBS preparation process

The School Revenue and Expenditure Budget Plan (RAPBS) is an annual financial planning document that contains estimates of school revenue and expenditures for one academic year (Faslah & Mujahid, 2023; Khairani et al., 2024). This document serves as a guideline for implementing school financial activities and as a control tool to ensure that available funds are optimally utilized to support the achievement of educational goals. As explained by Imanika et al. (2024), the RAPBS is a crucial instrument in school-based management that emphasizes accountability, participation, and transparency as the main principles of education management. Therefore, the preparation of an effective RAPBS reflects not only administrative order but also the quality of participatory and responsible governance.

This study highlights innovations in the practice of preparing the RAPBS at SMAN 1 Galis Pamekasan, particularly through the use of a digital system based on the ARKAS application (School Activity and Budget Plan Application). ARKAS is an innovation developed by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) to support more transparent, efficient, and real-time school financial management. In an interview with the Vice Principal for Curriculum, he stated that implementing ARKAS makes it easier for schools to develop budget plans aligned with their actual needs and accelerates financial reporting to the government. This finding aligns with research by Suryani and Ningsih & Hapsari (2025), which states that

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ARKAS can improve accountability in the use of BOS funds because the system is integrated with national reporting and can be directly monitored by stakeholders.

The process of preparing the RAPBS at SMAN 1 Galis Pamekasan is carried out systematically and based on the principles of good governance in public financial management. The initial stage begins with the formation of an ARKAS Management Team consisting of five people: the principal, vice principal, treasurer, curriculum coordinator, and ARKAS operator. This team is responsible for identifying school needs based on the previously prepared Annual Work Plan (RKT). The identified needs cover various aspects, ranging from learning, procurement of facilities and infrastructure, infrastructure maintenance, to developing the competencies of teaching and education staff.

Next, the principal and his team prepare revenue projections from various sources, such as BOS funds, BOPP (Provincial Education Operational Costs), school cooperative proceeds, voluntary donations from parents, and support from alumni. This process demonstrates a participatory budgeting approach, where all elements of the school, including the committee and parents, are actively involved to ensure that budget allocations are inclusive and realistic. According to an interview report with the School Treasurer, she stated that transparency is key; she always ensures everyone knows where the funds come from and what they are being used for.

After the budget draft is completed in the School Budget Plan (AKRAS), the next stage is a verification and validation process by the District ARKAS Team. This process aims to ensure that each budget plan complies with regulations, unit price standards, and BOS fund usage policies. This verification is crucial to prevent input errors or misuse of funds. After receiving approval from the District ARKAS Team, the school then conducts a socialization of the RAPBS (Regional Budget Plan) to stakeholders, including teachers, committee members, and representatives of parents. This step demonstrates a commitment to the principles of transparent budgeting and strengthens public accountability. In addition, school principals also conduct regular evaluations of budget implementation. This evaluation includes budget adjustments if there are changes in program priorities or urgent needs mid-year. The evaluation results then serve as the basis for regular revisions to the RAPBS (School Budget Plan) within the ARKAS system. Field findings indicate that schools use ARKAS not only as an administrative tool but also as a means to build a culture of open and professional financial management. In the literature, Al Haq et al. (2025) explain that one of the keys to successful school-based management is the school's ability to effectively manage resources, including finances. Therefore, integrating technology such as ARKAS into financial planning and reporting not only expedites administrative processes but also strengthens accountable school governance. Furthermore, a study by Wismawati et al.

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(2024) found that schools implementing ARKAS tend to have better alignment between activity plans and budget realization, as this system reduces room for manipulation and improves internal control.

Thus, the preparation of the RAPBS at SMAN 1 Galis Pamekasan demonstrates managerial practices that lead to efficiency and effectiveness in school financial management. The participatory approach applied, along with the use of a digital system based on ARKAS, exemplifies how technological innovation can strengthen the principles of transparency and accountability in education management. This research contributes to the growing literature on school financial management and provides an empirical overview of the implementation of digital financial systems in high schools.

Output generated when conducting RAPBS

The primary output of the School Revenue and Expenditure Budget Plan (RAPBS) is an official planning document that details the school's revenue and expenditure projections for one year (Faslah & Mujahid, 2023; Khairani et al., 2024). This document includes estimated revenue from various funding sources, such as School Operational Assistance (BOS), Education Operational Assistance (BOPP), voluntary parental donations, school cooperative revenues, and alumni contributions. Furthermore, this document details the allocation of expenditures for various operational needs, learning programs, and educational infrastructure development.

According to Minister of Education and Culture Regulation Number 8 of 2020 concerning Technical Guidelines for Regular BOS, every school is required to prepare a transparent and accountable plan for fund utilization (Djou & Kindangen, 2023; Suryadi et al., 2023). This is reinforced by Hidayat et al.'s (2024) opinion, which states that good school financial management requires financial planning based on real needs and the participation of all relevant parties. In the context of SMAN 1 Galis Pamekasan, the RAPBS (School Budget Plan) is prepared not only as an administrative obligation but also as a managerial instrument to ensure the continuity and quality of educational services at the school.

An interview with the principal of SMAN 1 Galis explained that the implementation of the RAPBS has been able to address the school's concrete needs in providing better learning facilities. He emphasized that the output of the RAPBS can be seen in the improvement in the quality of facilities such as digital learning media, laboratory equipment, and classroom comfort. This aligns with field findings, which indicate budget realization directed toward infrastructure maintenance through the School Operational Assistance (BOS) fund, as well as the procurement of learning support tools and materials sourced from the School Operational Assistance (BOPP) fund.

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From a managerial perspective, this fund allocation reflects the principles of effectiveness and efficiency in strategic educational management. According to Siagian (2005), effectiveness can be defined as achieving targeted goals, while efficiency refers to the optimal use of resources for maximum results (Sholikhah & Khosyiin, 2023). In this regard, SMAN 1 Galis has successfully implemented this principle by distributing the budget proportionally between infrastructure maintenance and learning program development.

Furthermore, the approval of the RAPBS document by the principal and the school committee provides formal legitimacy and strengthens the principle of public accountability. The school committee, as a representative of the community, helps ensure that the budget is prepared in accordance with the school's actual needs. This is also part of the practice of good governance in the educational environment, as stated by Silvia & Myrna (2024), who state that public participation in education budget planning is a crucial element in achieving transparency and institutional responsibility.

Therefore, it can be concluded that the output of the RAPBS at SMAN 1 Galis Pamekasan is not only an administrative document but also actualized in the provision of concrete learning facilities and services. The use of BOS funds for facility maintenance and BOPP funds for procurement of goods demonstrates a correlation between sound budget planning and improved quality of the teaching and learning process. This approach also demonstrates the use of ARKAS technology as a digital tool that strengthens the reporting system, accelerates validation, and facilitates real-time budget synchronization.

Implementation of financing management for library facilities and service improvement

Implementing financial management for facilities and improving library services in schools is a crucial aspect in efforts to improve the quality of education (Amaliyah, 2024; Mulyati & Suryaman, 2025; Suryaman & Trisnawati, 2025). Efficient financial management encompasses the planning, organization, implementation, and control of funds allocated for the procurement, maintenance, and improvement of educational facilities and infrastructure (Nurhayati & Rahmat, 2023; Soliha & Hidaya, 2025). The goal is to ensure that all allocated funds are optimally utilized to support a quality learning process. This is a crucial element of strong collaboration between the school management team, librarians, and library management.

The application of financial management in the maintenance of learning facilities and infrastructure must be based on basic management principles, which encompass the stages of planning, implementation, organization, and monitoring/evaluation. The implementation of financial management and maintenance of facilities and

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infrastructure is realized through data collection on damaged facilities, which is then incorporated into the budget planning through the School Work Plan and Budget (RKAS).

Overall, implementing facility financing management and improving library services in schools requires an integrated and sustainable approach (Subagio, 2024; Widat & Diana, 2025). With careful planning, the use of information technology, and strict oversight, schools can ensure that their resources are used effectively to support a quality learning process. This goal aligns with the core essence of education: building a learning environment that supports and encourages optimal student growth and development.

The implementation carried out in the management of financing facilities and improving library services at SMAN 1 Galis Pamekasan, namely:

a. Planning: Identifying library needs, including book procurement, stamps, and shelving, clarifying and separating fiction and non-fiction books, and assigning books to the return shelves for books used or borrowed by students. This aligns with Robbins' theory of strategic planning in educational organizations, which emphasizes the importance of mapping needs based on field data.

b. Organization: In library management, there is collaboration between the principal, treasurer, infrastructure department, and library staff in managing the library to meet the required facilities. This collaboration aligns with Katzenbach & Smith's Collaborative Leadership theory, which emphasizes the importance of partnerships for the success of educational organizations.

c. Implementation: at this stage the form of service to students is the fulfillment of facilities from the place and services and there is a student card used for activities in the library both borrowing and returning books, the existence of cataloging includes recording book information (title, author, subject, etc.) so that students can easily search through the online catalog or the card owned by the student, the library holds activity programs every three months such as reading corners, writing competitions for scientific papers, poetry, short stories this is done to improve student literacy to use library services, maintenance, procurement, care of books carried out by the library Collection development includes the procurement of new books according to curriculum needs, teacher suggestions, or student requests. In this study, the literacy program is integrated into the RAPBS-based library management. This literacy program is in line with the Minister of Education and Culture Regulation No. 23 of 2015 concerning the Development of Character where literacy based on creative activities can increase students' interest in reading and critical thinking.

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d. Evaluation: namely in terms of service we have to be more extra cooperative because many students when returning books do not put them in the right place, then pay more attention to students' reading interests so that we can improve student literacy, be more sensitive to technology because of the use of ebooks that are now being realized so we have to make adjustments.

D. Closing

The management of library facilities and services at SMAN 1 Galis Pamekasan has proven to be effective, collaborative, and adaptive, through the involvement of various school elements and adjustments to student literacy needs. Key findings show that library management has reflected the principles of participatory and responsive management, both in collection management and literacy service development.

However, challenges remain in terms of student discipline, low reading interest, and suboptimal utilization of digital technology. These findings have theoretical implications that strengthening school literacy requires not only good governance but also support from strategies for developing students' character and digital literacy. In terms of policy, the results of this study can be used as a reference to encourage schools to integrate more innovative and technology-based literacy programs to strengthen the role of libraries as 21st-century learning centers.

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