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Journal of General Education and Humanities Vol. 5, No. 1, February 2025, pp. 249 – 257,  
<https://doi.org/10.58421/gehu.v5i1.862> ISSN 2963-7147 249 Journal homepage:

<https://journal-gehu.com/index.php/gehu> The Effectiveness of School Library Services as a  
Student Learning Resource in Changing Student Behavior in the History Subject at State  
Vocational High School 1 Siniu Nurafifa<sup>1</sup>, Iskandar<sup>2</sup>, Nuraedah<sup>3</sup>, Minarni Nongtji<sup>4</sup>

<sup>1</sup>Universitas Tadulako, Palu, Indonesia Article Info ABSTRACT Article history: Received

2025-11-08 Revised 2025-12-22 Accepted 2025-12-23 This study focuses on <sup>9</sup> the  
effectiveness of school library services as a source of history learning at SMK Negeri 1

Siniu and on changes in student behavior after optimizing library services. This study aims  
to analyze the effectiveness of school library services in supporting history learning and to  
examine changes in student learning behavior resulting from the optimization of library  
services. The research method is qualitative, with a descriptive approach. Data collection  
was conducted through observation, interviews, and documentation, involving history  
teachers and students as research informants. The results of the study indicate that  
effectively managed library services can increase student motivation for learning, foster a  
comfortable learning environment, and encourage active student participation in history  
learning. In addition, the optimization of library services contributes to positive changes in  
student learning behavior, as reflected in increased use of the library as a space for daily  
tests, learning discussions, and the development of students' social skills and critical  
thinking. Keywords: Library services Learning resources History learning Student behavior  
School libraries This is an open-access article under the CC BY-SA

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1. INTRODUCTION Education is  
the primary foundation of human development because it plays a role in shaping  
individuals with knowledge, character, and dignity. It is believed to be a conscious effort to  
realize a cultural heritage from one generation to another [1]. Education functions not only  
as a means of transmitting knowledge but also as a process of developing the values,  
attitudes, and skills individuals need to live in society, according to Rahman et al. [2], <sup>8</sup>

education is a conscious and planned effort to create a learning atmosphere and learning process that allows students to actively develop their potential, including spirituality, selfcontrol, personality, intelligence, noble character, and skills needed by themselves and society.

<https://doi.org/10.58421/gehu.v5i1.862> 250 Education plays a strategic role in national development because **16** it is the main determinant **of a nation's** progress. **7** Education is seen as a key instrument for improving the quality of human resources (HR) who can adapt and compete amid global dynamics. Tugiah [3] emphasized that without intelligent, skilled, and educated HR, a country will face difficulties in the face of increasingly competitive international competition. This view is in line with the mandate of Law Number 20 of 2003 concerning the National Education System, which states that education aims to optimally develop the potential of students to become people who believe in and fear God Almighty, have noble character, are knowledgeable, capable, **4** creative, independent, and responsible as citizens. As a manifestation of its commitment to improving the quality of national education, the government continues to implement various strategic policies, including increasing the education budget, equalizing access to educational services, and strengthening supporting facilities and infrastructure for **4** the learning process. Efforts to improve the quality of human resources are also carried out through the development of the quality of teaching and education personnel, such as the implementation of education and training (diklat), providing opportunities to continue education to a higher level, and participation in seminars, symposiums, and scientific workshops. Mukhid [4] stated that improving the quality of human resources for educators and education personnel has direct implications for the overall quality of education. **7** In this context, the existence of adequate educational facilities is a crucial factor in supporting effective learning. One such facility that plays a strategic role is the library. Libraries serve not only as storage for collections of library materials, but also as centers of learning resources that support **3** the development of a culture of literacy, critical thinking skills,

and student learning independence. By optimizing library use, students are encouraged to actively seek information, broaden their horizons, and develop lifelong learning skills [5]. Theoretically, a library is understood as a work unit within an institution that manages various information sources for educational, research, and knowledge development purposes. Agustina et al. [6] explains that libraries provide various **5 collections of library materials, both** print and non-print, which are systematically organized for user convenience. **1 In the context of** formal education, school libraries have a special role as supporting facilities for **the teaching and learning process**. Sulisty-Basuki, as quoted by Arif [7], states that **5 a school library is a** library managed by a school with the aim of collecting, **managing, and providing** information relevant to students' learning needs. Various **1 previous studies have** shown that the optimal use of school libraries contributes to improved **student learning outcomes** and motivation. Research by Ni Made Julnia [8] entitled **9 "School library services** as a learning resource for students in history **at SMK Negeri 1 Palu"** found that the library service system was not yet running systematically. However, student use **6 of library services** was considered optimal, based on questionnaire results indicating that most respondents were in the maximum to very maximum category. The book collection was considered quite complete and easily **3 accessible to students**, although supporting facilities such as air conditioning and library space remained inadequate. After using library services, changes in student behavior

<https://doi.org/10.58421/gehu.v5i1.862> 251 occurred, marked by increased interest in reading, greater learning independence, and greater ease of access to digital library services. Research conducted by Muhamad Habib Hizbulloh [9], titled "Library Collection Management as a Learning Resource for Students of Madrasah Aliyah Al-Fatah Natar, South Lampung Regency," also found that the implementation of library collection management **5 as a learning resource** has not been running optimally. Several aspects of its management include the existence of shortcomings **1 such as a** limited collection of fiction books resulting in **a lack of** student interest **in learning in** the library so that they only

rely on **classroom learning and** student independence, limited time for visits to the library, most library human resources are still involved in other work sections outside the library, collection processing whose implementation is not in accordance with the guidelines whose management only includes recording in master books, stamping and arranging on shelves, lack of bookshelves, and limited quotas of assistance provided **4** **by the government** through **the Ministry of Religion of the Republic of Indonesia**. Sitti Syamsiah [10], with the title "The effectiveness of library management as a means of increasing students' interest in reading at MTs Negeri 2 Palu City," also conducted a similar study and found that the MTs Negeri 2 Palu City library provides open services. Library management at MTs Negeri 2, Palu City, begins with procuring new library materials and improving employee performance. Library materials are also placed according to book classification and stamped for identification. The effectiveness of library management is seen from the large number of students who visit the library to study or read books. Obstacles faced in library management include a narrow library building, limited facilities and infrastructure, and an incomplete collection of library materials. The supporting factors in library management at MTs Negeri 2, Palu City, include strong, cohesive cooperation among all school residents, including the principal, teachers, staff, and students. In addition, a conducive work atmosphere also greatly influences library management at MTs Negeri 2, Palu City. The efforts made by schools and libraries to overcome the obstacles they face include submitting requests for assistance to relevant agencies and **4** **the government,** **and** receiving donations from other parties, such as bookstores and printing companies. Based on initial observations at SMK Negeri 1 Siniu, the use of the **5** **library as a learning resource** remains suboptimal. Limited library facilities, **1** **such as a lack of** reading tables and chairs, inadequate air conditioning, and limited room comfort, are factors that hinder students from maximizing library use. Furthermore, students tend to prefer the internet as a source of information because it is considered faster and easier to access, although the validity of the information obtained is not always guaranteed. This condition indicates a problem in the effectiveness of library services **5** **as a learning resource**. The main

problem <sup>1</sup> in this study focuses on the effectiveness of school library services as a source of history learning at SMK Negeri 1 Siniu and the factors that influence the level of its utilization by students, so this study was designed to analyze the condition of library services, student learning behavior, and the role of libraries in supporting the history learning process; Therefore, the purpose of this study is to analyze the effectiveness of school library services as a source of history learning at SMK Negeri 1 Siniu, identify various factors that

<https://doi.org/10.58421/gehu.v5i1.862> 252 influence library utilization by students, and formulate strategic recommendations to improve the optimization of library services in supporting history learning. <sup>1</sup> This research is expected to provide theoretical and practical benefits. Theoretically, the results of this study are expected to enrich studies on the role of school libraries as learning resources in history subjects. Practically, this research is expected to serve as evaluation material and a reference for schools in improving the quality of library services, including facilities, collections, and information literacy programs. Thus, school libraries can function optimally as learning resource centers that support improvements in the quality of learning and student academic achievement.

2. METHOD This study employs a qualitative, descriptive research approach, aiming to describe and deeply understand the social phenomena occurring within the research object under natural conditions. The qualitative approach was chosen because it allows researchers to explore the meanings, processes, and dynamics that emerge in the use of school library services as a source for history learning. Sugiyono [11] explains that qualitative research is grounded in <sup>4</sup> the philosophy of postpositivism and is used to examine scientific objects without experimental treatment or manipulation, with the researcher serving as a key instrument in the data collection and analysis process. In practice, <sup>1</sup> data collection used triangulation, combining in-depth interviews, direct observation, and documentary studies. Triangulation aims to increase data validity by comparing information obtained from various sources and techniques [12]. The collected

data were then analyzed inductively, with research findings structured around empirical patterns emerging <sup>12</sup> in the field, emphasizing interpretation rather than statistical generalizations. The data sources in this study consist of primary and secondary data. Primary data were obtained directly from informants through interviews and observations conducted within the school environment. Research informants included history teachers, students, and the actual condition of the school library, <sup>4</sup> so that the data obtained can represent the implementation of library services and their use in the history learning process. Meanwhile, secondary data were obtained from supporting documents, including school archives, institutional profiles, activity photos, library reports, and other documents relevant to the research focus [13]. Data <sup>4</sup> analysis was conducted using Miles and Huberman's interactive analysis model, which includes three main stages: data reduction, data presentation, and conclusion drawing. In the data reduction stage, researchers sorted and focused the data on information <sup>1</sup> relevant to the research objectives. Next, the data were presented in narrative descriptions and simple matrices to facilitate understanding and interpretation of the findings. The final stage was conclusion drawing and verification, which involved identifying consistent patterns, relationships, and meanings across all the analyzed data [14]. This research was conducted from February to May 2025 at SMK Negeri 1 Siniu. The focus of the study was on the effectiveness of school library services as a resource for history learning and changes in student learning behavior following the optimization of

<https://doi.org/10.58421/gehu.v5i1.862> 253 library services. The research informants consisted of three teachers and 20 tenth-grade students of the Food Crops and Horticulture Agribusiness (ATPH) program. The selection of these informants was based on their direct involvement in the learning process and their use of the school library, thereby yielding comprehensive and in-depth data. Through a series of systematic analyses, <sup>1</sup> this research is expected to provide a comprehensive picture of the role of school library services in enhancing the effectiveness of history learning, while also

explaining changes in student learning behavior resulting from optimizing library services to support learning activities. 3. 6 RESULTS AND DISCUSSION To determine the effectiveness of library services as a source of history learning and changes in student behavior after the optimization of library services at SMK Negeri 1 Siniu, this study conducted interviews. The principal, history teacher, library staff, and students of class X Agribusiness Horticulture Food Crops participated in this qualitative research with a descriptive approach. Class X Agribusiness Horticulture Food Crops acted as the observed class, while the principal, history teacher, 6 and library staff were interviewed to complete the research materials. 3.1. Result Initial observations indicate that the history learning process at SMK Negeri 1 Siniu remains classroom-centered. Students often use the internet as their primary learning resource rather than the books available in the school library. Limited facilities, suboptimal service management, and a low reading culture among students influence this situation. 1 As a result, the library is not functioning optimally to support the learning process. To identify obstacles and formulate appropriate solutions, interviews were conducted with various stakeholders. The interviews revealed a consensus among history teachers, librarians, and principals to optimize library services. These efforts include improving service systems, organizing collections, and developing literacy programs to increase students' interest in reading and engagement in history learning. After optimization, library services demonstrated a significant contribution to 3 the effectiveness of history learning. Students gained broader access to diverse information sources, particularly history books and other supporting references. The availability of relevant learning resources encouraged students to broaden their horizons, deepen 1 their understanding of the material, and develop information literacy skills. These findings affirm the library's role as a learning resource center that supports independent learning and the development of students' academic competencies [15], [16]. Furthermore, various library programs, such as structured book lending, thematic discussions, collection exhibitions, and history seminars, 3 contribute to a more dynamic and participatory learning environment. These activities not only increase student visits 6

to the library but also foster enthusiasm and active engagement in academic activities. Through group discussions and seminars, students are trained to interpret historical events, express their opinions, and develop communication and critical thinking skills [17].

<https://doi.org/10.58421/gehu.v5i1.862> 254 Changes in student learning behavior were evident after optimizing library services. Students demonstrated increased interest in learning, greater activity, and greater discipline in utilizing study time. Reading habits became more consistent, and students were increasingly encouraged to seek additional sources of information beyond the material presented in class. Exposure to various historical sources also contributed to the development of critical thinking skills, such as analyzing cause-and-effect relationships, comparing events, and constructing logical arguments [18]. In the affective and social domains, optimizing library services can increase students' self-confidence and collaborative skills. Student involvement in various group activities held in the library creates a space for social interaction that encourages the development of interpersonal skills, such as communication, collaboration, and respect for others' opinions. Through this process, students are also increasingly encouraged to develop a sense of academic responsibility for their assignments and the learning process. A well-organized, comfortable, and supportive library environment plays a crucial role in developing positive learning characteristics, including a strong sense of curiosity, independence in seeking information, and initiative to participate in learning activities actively [18]. Overall, the research findings indicate that school libraries no longer function solely as book repositories but have transformed into centers of learning activities that support modern pedagogical approaches. Optimizing library services has been shown to improve the quality of history learning processes and outcomes, as well as contribute to the integrated development of students' cognitive, affective, and social aspects. A brief explanation is provided in the following column. Table 1. The Role of Library Services in History Learning Aspects observed Main findings Impact on learning

Access to information sources Books, historical references, and supporting materials are

available and easily accessible. Students find it easier **7 to understand the** material and become more interested in learning. Library program Book lending, discussions, history exhibitions, and seminars. Learning becomes interactive, engaging, and motivating for students. learning environment Conducive, calm, and inspiring. Students **3 are** **encouraged to** learn independently and to **develop critical thinking skills.** Table 2. **2**

**Changes in Student** Behavior After Library Service Optimization Behavioral aspects  
 Changes That Occur Explanation **Interest in Learning** Significant increase Students read more often and seek out additional historical materials. Activity Be more active in asking questions, discussing, and giving opinions Class discussions become more lively and of higher quality. Discipline Be more disciplined in managing reading time Students get used to studying **5 in the library.** **3 Critical Thinking Skills** Increase Analysis of historical events is more indepth and creative.

<https://doi.org/10.58421/gehu.v5i1.862> 255 3.2. Discussion A. Effectiveness of School Library Services as a Source of History Learning at SMK Negeri 1 Siniu Research findings indicate that library services at SMK Negeri 1 Siniu play a strategic role in supporting the effectiveness of history learning. The library not only provides a collection of reading materials but also **1 serves as a conducive learning** space for developing students' knowledge and skills. The availability of textbooks, historical references, archives, journals, and audiovisual media provides students with opportunities to understand historical material more deeply and contextually [19]. From a cognitive perspective, students utilize the library to find additional sources **4 relevant to the** learning material. **2 On the topic of** the Proclamation of Independence, for example, students actively research biographies of national figures and historical documents to broaden their understanding. This activity encourages students to compare various sources, critically analyze events, and develop higher-order thinking skills. This aligns with Piaget's and Vygotsky's constructivist theories, which emphasize that knowledge is constructed through active interaction with the environment and learning resources [20]. Innovative **1 programs, such as** book

exhibitions and group discussions, also support the success of library services. These programs make the library an active and participatory center for academic activities. Thus, the effectiveness of library services at SMK Negeri 1 Siniu is reflected in increased student interest in learning, strengthened literacy skills, and a positive impact on student academic achievement [21].

B. 2 Changes in Student Behavior After Optimizing School Library Services as a Resource in History Learning at SMK Negeri 1 Siniu

Optimizing library services has a significant impact on changing student learning behavior. Improved service quality and easier access to learning resources encourage students to be more independent in their learning. Libraries are used as alternative learning spaces that support concentration and a deeper understanding of historical material [22]. From Vygotsky's perspective on social constructivism, an organized library environment supports social interaction through discussion and group work. Previously passive students begin to actively participate in reading, discussions, and the expression of opinions. 15 This finding aligns with Kusumawardhani's research [23], which states that library use can improve students' self-confidence and analytical skills. Furthermore, optimizing library services contributes to 3 the development of a culture of independent and collaborative learning. Students are not only able to search for and select information sources, 2 but also to critique and process information systematically. This behavioral change supports 3 the development of critical thinking skills and lifelong learning, which are essential for students [24]. Thus, school libraries serve as centers for developing student literacy and learning behavior. Optimizing library services has been shown to increase students' interest in reading, learning independence, 17 critical thinking skills, and the courage to participate in history learning actively.

<https://doi.org/10.58421/gehu.v5i1.862> 256 4. CONCLUSION The research 2 results show that library services at SMK Negeri 1 Siniu have a significant contribution to improving the quality of history learning and changes in student learning behavior. In the initial stages, library utilization was not optimal due to limited facilities and insufficient

support. However, after improvements and service optimization, the library began to function effectively as a relevant learning resource for students. This condition **2 can be seen in** students' increased motivation to study independently, their tendency to seek additional references, and their ability to analyze and understand historical material more deeply. Optimizing library services also affects **3 the development of** positive learning behavior. Students **become more active** in discussions, bolder in expressing opinions, and more often involved in collaborative activities in class and in the library. These findings align with the constructivist views of Piaget and Vygotsky, which emphasize **1 the importance of a learning environment that** supports exploration, social interaction, **and the independent** construction of knowledge. Apart from that, the results of this research are in line with previous research, which states that libraries play a role as centers for developing literacy, a culture of independent learning, and students' critical thinking skills. Overall, library optimization not only increases **15 students' academic achievement in** learning history but also fosters lifelong learning competencies (lifelong learning skills). Thus, libraries play a strategic **2 role in developing students who are** independent, critical, collaborative, and ready to face the challenges **of education and life in the future.**

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