

ANALYSIS OF STUDENT SATISFACTION TOWARDS THE AVAILABILITY OF BOOKS IN THE LIBRARY AS A SUPPORT FOR THE LEARNING PROCESS AT MA PLUS NURUL ISLAM SEKARBELA

Cahaya Islamiyah¹, Dedi Riyan Rizaldi², Nilwan³, Kusmiyati⁴, Nurul Ahyani⁵, Ziadatul Fatimah⁶

¹Program Studi Pendidikan Biologi, Universitas Mataram, cahayaislamiyah97@gmail.com

²Program Studi Tadris Fisika, Institut Agama Islam Al-Manan NU Lombok Timur, dedi0313@gmail.com

³MA Plus Nurul Islam Sekarbela, fakihnealwan@gmail.com

⁴Program Studi Pendidikan Biologi, Universitas Mataram, kusmiyati.fkip@unram.ac.id

⁵MA Plus Nurul Islam Sekarbela, nurulahyani691@gmail.com

⁶SMA NW Mataram, ziadatulfatimah96@gmail.com

Accepted:.. Approved:.. Published:..

ABSTRACT

This study aims to analyze the level of student satisfaction with the availability of books in the MA Plus Nurul Islam Sekarbela library as a support for the learning process. The study used a qualitative method with a case study approach through interviews, observation, and documentation. The results showed that student satisfaction levels varied by grade level. Tenth-grade students tended to be less satisfied due to the limited number of books and the unavailability of several subject textbooks. Meanwhile, eleventh- and twelve-grade students felt more satisfied because they were able to utilize other learning resources, such as teacher materials and additional references. The main factors influencing student satisfaction include the completeness of the collection, the relevance of books to the curriculum, the comfort of the library, and the teachers' teaching strategies. Therefore, to optimally support the learning process, we need to increase the book collection, conduct regular evaluations, and foster collaboration between teachers and library managers.

Keywords: Book Availability; Learning; Library; Satisfaction.

INTRODUCTION

The school library is a crucial facility supporting students' learning processes. Within the library, students can find various books that can support their understanding of subject matter and enrich their general knowledge. The availability of adequate, relevant, and up-to-date books can positively impact student satisfaction, which in turn can increase reading interest and academic achievement. The availability and quality of libraries in schools can significantly impact student learning motivation and academic success (Ansori et al., 2025).

However, many school libraries, especially in underdeveloped areas, face various challenges in meeting students' book needs. The lack of a sufficient number and variety of books often leads to student dissatisfaction, leading them to seek alternative learning resources. The library at MA Plus Nurul Islam Sekarbela, for example, plays a crucial role in supporting the teaching and learning process at the school. The library's crucial role in helping students access learning materials, both for schoolwork and self-development, makes this research highly relevant.

The literature shows that a quality library not only provides a collection of books but also creates an environment that supports active and critical learning (Agustin, 2025). Therefore, it is crucial to conduct an in-depth analysis of the availability and quality of the library at MA Plus Nurul Islam Sekarbela. This study aims to identify the current condition of the library and explore how this condition may impact the student learning process.

Through this study, it is hoped that useful recommendations will be found for the development of the school library so that it can function optimally as an educational support. This research is also expected to contribute to efforts to improve the quality of education at MA Plus Nurul Islam Sekarbela and serve as a reference for other schools facing similar challenges.

According to Huda (2020), "The school library, as an educational resource supporting student learning activities, plays a crucial role in spurring the achievement of educational goals." Furthermore, according to Sutarno (2006), the library is a supporting facility for the teaching and learning process in schools. Libraries must be effective in collecting and presenting collections of library materials to serve users according to their needs. If the collection, processing, and presentation of library materials do not meet user needs, it will lead to inefficiency and waste of human resources.

LITERATURE REVIEW

School libraries play a strategic role in supporting the learning process because they serve as a source of information and knowledge for students. The availability of adequate books in the library can increase reading interest, broaden horizons, and help students understand subject matter more deeply (Rodin et al., 2024). According to the concept of educational library management, the quality of library services is determined not only by physical facilities but also by the completeness of the book collection, which meets user needs (Hermawan et al., 2020). Therefore, student satisfaction with book availability is an important indicator in assessing the effectiveness of the school library's function as a learning support tool.

Several studies have shown that the availability of a complete and relevant book collection has a positive relationship with student learning motivation (Aswan et al., 2025). Students tend to feel more supported when the library provides easily accessible textbooks, reference books, and supplementary reading. Conversely, limited book availability, an out-of-date collection, and books that do not align with the curriculum can discourage students from using the library. Student satisfaction with library services is also influenced by the ease of finding books, the comfort of the reading room, and the librarian's service in assisting students with their information needs (Makdis et al., 2024).

In the context of Islamic educational institutions such as MA Plus Nurul Islam Sekarbela, the library serves not only as a learning resource center but also as a medium for developing a culture of literacy within the school environment. The availability of adequate general and Islamic books can support the improvement of the quality of academic and spiritual learning. With a comprehensive collection, students can more easily develop critical thinking skills, enrich their knowledge, and improve academic achievement. Therefore, good library management is crucial to supporting the achievement of educational goals in madrasas.

Based on this description, an analysis of student satisfaction with the availability of books in the library is a relevant study to determine the extent to which the library is able to meet student learning needs at MA Plus Nurul Islam Sekarbela. This research is expected to provide an overview of the level of student satisfaction and the factors that influence it. The results of the study can then serve as evaluation material for the school to improve the quality of library services, particularly in providing a more comprehensive, relevant, and appropriate book collection for students' learning needs.

METHODS

This research used a qualitative method with a case study approach to analyze student satisfaction with book availability in the MA Plus Nurul Islam Sekarbela library. The qualitative approach was chosen because it allows for a deep understanding of students' perceptions, opinions, and experiences related to school library services.

The subjects of this study were MA Plus Nurul Islam Sekarbela students who regularly use the library three to four times a week as a reference source for their learning. These students were

selected because they are the primary users of library facilities and can provide relevant input regarding their level of satisfaction with book availability. The research object observed was student satisfaction with the library's collections and services in supporting their learning process. This research objective is crucial for understanding the extent to which the school library meets the academic needs of students at MA Plus Nurul Islam Sekarbela.

The following methods were used to gather information and events:

1. Interviews are conversations conducted by the researcher to obtain information related to the topic under study. This interview technique was used to obtain participants' verbal responses to the researcher's questions about student satisfaction with the library as a learning support tool at MA Plus Nurul Islam. In this study, the interview method used was semi-structured.
2. Observation in this study were conducted by observing the condition of the library and the layout of books within the library.
3. Documentation, Collecting relevant documents.

RESULTS AND DISCUSSION

This study identified several aspects related to student satisfaction with the availability of books in the MA Plus Nurul Islam Sekarbela library. Data were collected through student interviews and library documentation analysis. The following are the findings from each data collection technique.

RESULTS

1. Interview Results with Students

Based on the results of interviews with students from each class at MA Plus Nurul Islam Sekarbela, the following is the reduced data.

- a. Grade 10 Students
 - Initials S and H are satisfied with the availability of books in the library
 - Initials A, A, and N felt dissatisfied because the number of books was limited and there were several subjects that did not have textbooks.
- b. Grade 11 Students
 - Initial G is satisfied with the availability of books in the library.
- c. Grade 12 Students
 - Initial MFA and F were satisfied with the book collection, although some subjects lacked books. However, they added that not all teachers used library books as primary teaching materials.

Table 1. Summary of Student Satisfaction Level Interviews

Grade	Initial	Satisfaction Level	Reasons for Satisfaction/Dissatisfaction
10	S, H	Satisfied	The availability of books is considered sufficient
10	A, A, N	Less satisfied	The number of books is inadequate; there are subjects that do not have textbooks.
11	G	Satisfied	The availability of books is considered sufficient
12	MFA, F	Satisfied	There is sufficient availability of books, although some subjects are not available. Not all teachers use library books to teach.

This table shows that 10th-grade students have more diverse opinions than other classes, with some satisfied and others dissatisfied. Meanwhile, 11th- and 12th-grade students tend to be satisfied, despite some shortcomings in the book collection.

2. *Observation Results in the Library*

Observations revealed that the library appeared to have a comfortable reading area, but the collection layout still needed improvement. Some bookshelves appeared crowded and difficult to access, making it difficult for students to find the books they needed. Observations also showed that students preferred textbooks over general literature or other knowledge books.

3. *Documentation Results*

Based on library documentation, it is known that the available book collection is still limited, especially for books supporting specific subjects. Borrowing statistics show that basic textbooks such as mathematics, physics, and biology are the most frequently borrowed books. However, this collection does not yet cover all student needs for each class and subject.

DISCUSSION

Interviews with students from each year revealed varying opinions regarding their satisfaction with the availability of books in the library. This discussion will analyze the factors influencing student satisfaction levels and the implications of these findings.

1. *Variation in Satisfaction Level*

Data obtained from 10th-grade students revealed striking differences in opinion. Students with the initials S and H were satisfied with the availability of books, while students with the initials A, A, and N were less satisfied. Their dissatisfaction stemmed from the limited number of books, particularly the lack of textbooks for some subjects. This suggests that 10th-grade students, who are just entering senior high school, may be more reliant on textbooks to support their learning.

11th- and 12th-grade students showed higher levels of satisfaction. 11th-grade students, such as G, felt that the availability of books in the library was adequate, while 12th-grade students, such as MFA and F, also expressed satisfaction despite the lack of books for some subjects. This suggests that as students progress through the years of education, they may become more able to seek resources other than library books, including teacher materials or other supplementary references.



Figure 1. Results of Interviews with Students

The results of this study indicate that student satisfaction with the availability of library books varies by grade level. The finding that 10th-grade students felt dissatisfied due to limited books aligns with previous research, which found that students in early secondary school tend to rely more heavily on textbooks as their primary learning resource (Haryanti, 2023). Inadequate library collections can impact student motivation and learning experience, especially for those still adapting to the high school learning system. Therefore, the limited availability of books for some subjects is a significant factor influencing 10th-grade students' perceptions of the quality of library services.

Meanwhile, the higher levels of satisfaction among 11th- and 12th-grade students support previous research showing that students at higher levels tend to have better independent learning skills. Previous research suggests that older students typically rely less on library books but also utilize other learning resources such as teacher-provided materials, the internet, and additional references. This suggests that limited book collections do not significantly impact their satisfaction with library services. Thus, the results of this study strengthen the opinion that the level of learning experience and the ability to find alternative sources of information influence students' perceptions regarding the availability of library materials in the school library.

2. *Book Availability Factor*

The availability of relevant books is a major factor influencing student satisfaction. Tenth-grade students expressed dissatisfaction because some subjects lack textbooks, which they perceived as hindering their learning process. This highlights the importance of providing books aligned with the curriculum. Meanwhile, 12th-grade students, despite facing shortages in the library collection, still felt supported by other learning resources. However, there are opportunities to improve the library's collection, particularly supporting textbooks.

One of the factors most influencing student satisfaction is the availability of books relevant to the subjects. Tenth-grade students who expressed dissatisfaction reported that some subjects lacked textbooks, potentially disrupting their learning process. This demonstrates the importance of libraries providing books aligned with the school's curriculum to optimally meet student needs. The satisfaction of 12th-grade students can be interpreted as an indication that despite the shortage in the library's collection, they still have access to other learning resources they deem adequate. However, this also indicates an opportunity to improve the library's book collection, particularly for books supporting lessons and references.

The results of this study align with previous research showing that the availability of relevant book collections significantly influences user satisfaction in school libraries (Islamiyah et al., 2024). The completeness of textbooks and the collection's alignment with the curriculum are key indicators of student learning effectiveness. In this study, 10th-grade students expressed dissatisfaction because some subjects lacked adequate textbooks. This finding corroborates previous research that suggests that limited collections can hinder information access and reduce the quality of library services in the eyes of students. Therefore, school libraries need to regularly develop their collections to optimally meet student learning needs.

Furthermore, this study's findings differ from several previous studies that found that a lack of library collections directly led to low overall student satisfaction. In this study, 12th-grade students still felt supported even though the book collection was incomplete, as they could still utilize other learning resources to support their learning. This indicates that the development of information access and students' ability to seek alternative learning resources also influence their level of satisfaction with library services. Nevertheless, the results of this study still emphasize the importance of increasing library collections, especially supporting books and references, so that the library can function more optimally in supporting students' academic activities.

3. *The Influence of Teacher Teaching*

Twelfth-grade students noted that not all teachers use library books as their primary source. The use of various teaching strategies allows students to acquire knowledge despite a limited library collection. Collaboration between teachers and library administrators is crucial to ensuring the collection is relevant to learning needs.

Twelfth-grade students emphasized that although some subjects lack books in the library, not all teachers use these books as primary teaching resources. This suggests that teacher teaching strategies can influence students' perceptions of book availability. Teachers' use of diverse learning resources allows students to continue acquiring necessary knowledge, despite library shortages. This also demonstrates that collaboration between library administrators and teachers is crucial in creating a supportive learning environment. Teachers can provide input on what books are needed and relevant to the curriculum, enabling the library to procure them more effectively.

The results of this study indicate that the availability of library books is not the sole factor determining learning success. This finding aligns with previous research by Fauzi & Mustika (2022), which found that teachers play a crucial role in utilizing various learning resources to support the learning process. The use of varied learning methods and media can help students understand the material even when library facilities are not yet fully adequate (Maulinda, 2024). Thus, teachers' teaching strategies are a factor that can reduce students' dependence on library collections as their primary learning resource. Furthermore, this study reinforces the view that teacher innovation in selecting learning resources can improve the effectiveness of learning in schools.

Furthermore, the results of this study also reinforce previous research that emphasizes the importance of collaboration between teachers and library administrators in supporting students' academic needs. Previous research indicates that school libraries will be more optimal if collection procurement is based on curriculum needs and input from subject teachers. The findings of this study demonstrate that good communication and collaboration between teachers and library administrators can facilitate the provision of books that are more relevant and appropriate to the needs of 12th-grade students. With this synergy, the library functions not only as a place to store books but also as a learning resource center that effectively supports the learning process.

4. Recommendations for Improving Book Availability

Based on these findings, it is recommended that the MA Plus Nurul Islam Sekarbela library evaluate its existing book collection and update it by adding more books, especially textbooks for subjects that are not yet available. Increasing the budget for book procurement and strengthening collaboration with teachers to identify relevant books could be important steps in improving student satisfaction.

Overall, while some students were satisfied with the availability of books in the library, others expressed significant dissatisfaction. Therefore, greater attention to student needs and regular evaluation of the library collection would be instrumental in creating a better and more satisfying learning experience for all students at MA Plus Nurul Islam Sekarbela.

CONCLUSION

Based on the research problem formulation and objectives, it can be concluded that student satisfaction with the availability of books in the MA Plus Nurul Islam Sekarbela library varies. Tenth-grade students tend to be less satisfied due to the limited availability of textbooks, while 11th- and 12th-grade students feel more supported by alternative resources, such as teacher-provided materials. The main factors influencing satisfaction are the size of the collection, the relevance of books to the curriculum, and their use in teaching.

Increasing the book collection in line with the curriculum and regular evaluation are necessary to optimally meet student needs. Teacher support in selecting relevant books is also a crucial factor in enhancing the library's function in supporting learning.

REFERENCES

- Agustin, V. (2025). Peran Perpustakaan dalam Mendukung Pembelajaran Berbasis Informasi: Studi Literature. *Journal Education, Sociology and Law*, 1(4), 1760-1767. Retrieved from <https://publisherqu.com/index.php/edusola/article/view/3755>
- Ansori, A., Mandela, R. Y., Adawiyah, R., & Setiani, N. (2025). Hubungan Antara Kualitas Sarpras Dengan Motivasi Belajar Siswa. *Al-Hasib: Jurnal Manajemen Pendidikan Islam*, 1(4), 30-39. Retrieved from <https://journal.salahuddinal-ayyubi.com/index.php/AHJP/article/view/307>

- Aswan, A., Khodijah, S., Pramita, R., Pasa, F. N., Adelia, A., Ningsih, P. D., & Aldiana, S. M. (2025). Analisis Hubungan Antara Ketersediaan Koleksi Buku Perpustakaan dengan Tingkat Minat Baca Siswa Di Madrasah Manbau'l Hidayah Asahan. *Jurnal Pemberdayaan Sosial dan Teknologi Masyarakat*, 5(2), 906-911. Retrieved from <https://jurnal.goretanpena.com/index.php/IPSTM/article/view/5390>
- Fauzi, S. A., & Mustika, D. (2022). Peran guru sebagai fasilitator dalam pembelajaran di kelas v sekolah dasar. *Jurnal Pendidikan Dan Konseling*, 4(3), 2492-2500. Retrieved from <https://www.neliti.com/publications/448117/peran-guru-sebagai-fasilitator-dalam-pembelajaran-di-kelas-v-sekolah-dasar>
- Haryanti, L. (2023). *Tingkat Kepuasan Siswa Pada Pelayanan Perpustakaan Di Sekolah Menengah Atas Negeri 12 Pekanbaru* (Doctoral dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau).
- Hermawan, A. H., Hidayat, W., & Fajari, I. (2020). Manajemen perpustakaan dalam meningkatkan minat baca peserta didik. *Jurnal Isema: Islamic Educational Management*, 5(1), 113-126. <https://doi.org/10.15575/isema.v5i1.6151>
- Huda, I. C. (2020). Peranan perpustakaan sekolah terhadap hasil belajar siswa sekolah dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 2(1), 38-48. <https://doi.org/10.31004/edukatif.v2i1.86>
- Islamiyah, M. F., Ibrahim, T., & Mulyani, H. (2024). Pengaruh koleksi perpustakaan terhadap minat kunjung peserta didik. *Jurnal Manajemen Pendidikan Islam Darussalam*, 6(2), 229-243. <https://doi.org/10.30739/jmpid.v6i2.3236>
- Makdis, N., Jendri, J., & Ismail, L. (2024). Model integratif kepuasan pengguna: pendekatan psikologis dan sosial dalam optimalisasi layanan perpustakaan. *Education and Social Sciences Review*, 5(2), 102-113. <https://doi.org/10.29210/07essr484800>
- Maulinda, N. (2024). Penggunaan Media Buku Dan Video Pembelajaran Dalam Konteks Peningkatan Efektivitas Pembelajaran Di Perpustakaan Sekolah. *Salimiya: Jurnal Studi Ilmu Keagamaan Islam*, 5(1), 42-50. <https://doi.org/10.58401/salimiya.v5i1.1312>
- Rizki, N. (2024). Analisis strategi pembelajaran dalam meningkatkan kemampuan berpikir kritis: Studi perpustakaan dan sumber referensi. *Al-Ijtima': Jurnal Pengabdian Masyarakat*, 1(2), 58-82. Retrieved from <https://barkah.my.id/e-journal/index.php/Al-Ijtima/article/view/116>
- Rodin, R., Putri, R., Novita, S., Jannah, S. N. U., & Roliansy, G. P. (2024). Upaya Perpustakaan Dalam Meningkatkan Minat Baca Siswa Sekolah Dasar Unggulan Aisyiah Taman Harapan Curup. *THE LIGHT: Journal of Librarianship and Information Science*, 4(2), 114-129. <https://doi.org/10.20414/light.v4i2.10995>
- Sutarno, N.S. (2006). *Perpustakaan dan Masyarakat*. Jakarta Timur: Penerbit Sagung Seto.