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Analysis of the Collection, Facilities, and Infrastructure of SMA Negeri 2 Rejang Lebong Library Based on Indonesia National School Library Standards 2017

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Abstract

Library collections and facilities are fundamental components that determine the quality and effectiveness of library services. Collections comprise various types of information resources, including printed, written, and recorded materials, while facilities encompass all infrastructure and equipment used to support library operations. This study aims to evaluate the extent to which the library of SMA Negeri 2 Rejang Lebong complies with the 2017 National Library Standards of Indonesia, particularly in the aspects of collections and physical facilities. Utilizing a qualitative case study approach, data were collected through in-depth interviews, direct

observations, and document analysis. The research involved two key informants: the head librarian and the circulation librarian. Findings reveal that the library has not yet fully implemented the national standards. Specifically, deficiencies were identified in the diversity and quantity of collections, as well as in the spatial adequacy of the library building. Out of ten evaluation indicators, three remain unmet. The significance of this study lies in its empirical contribution to understanding the practical challenges faced by school libraries in achieving accreditation. It offers valuable insights for policymakers, school administrators, and library practitioners aiming to improve library standards compliance and strengthen the role of school libraries in educational development.

Keywords: Library Collection; Facilities; School Library Accreditation

Abstrak

Koleksi dan fasilitas perpustakaan merupakan komponen fundamental yang menentukan kualitas dan efektivitas layanan perpustakaan. Koleksi mencakup berbagai jenis sumber informasi, baik dalam bentuk cetak, tulisan, maupun rekaman, sedangkan fasilitas mencakup seluruh infrastruktur dan peralatan yang digunakan untuk mendukung operasional perpustakaan. Penelitian ini bertujuan untuk mengevaluasi sejauh mana perpustakaan SMA Negeri 2 Rejang Lebong telah memenuhi Standar Nasional Perpustakaan Tahun 2017, khususnya dalam aspek koleksi dan fasilitas fisik. Penelitian menggunakan pendekatan studi kasus kualitatif, data dikumpulkan melalui wawancara mendalam, observasi langsung, dan analisis dokumen. Penelitian ini melibatkan dua informan kunci, yaitu kepala perpustakaan dan pustakawan sirkulasi. Hasil temuan menunjukkan bahwa perpustakaan belum sepenuhnya mengimplementasikan standar nasional tersebut. Secara khusus, terdapat kekurangan dalam keragaman dan kuantitas koleksi, serta keterbatasan ruang bangunan perpustakaan. Hasil analisis dari sepuluh indikator evaluasi, tiga indikator belum terpenuhi. Signifikansi penelitian ini terletak pada kontribusinya secara empiris dalam memahami tantangan praktis yang dihadapi oleh perpustakaan sekolah dalam mencapai akreditasi. Penelitian ini memberikan wawasan yang berharga bagi para pembuat kebijakan, pihak manajemen sekolah, dan praktisi perpustakaan dalam upaya meningkatkan kepatuhan

terhadap standar perpustakaan dan memperkuat peran perpustakaan sekolah dalam pengembangan pendidikan.

Kata kunci: *Koleksi Perpustakaan; Fasilitas; Akreditasi Perpustakaan Sekolah*

A. Introduction

The accreditation of school libraries is a critical mechanism for ensuring educational quality, institutional accountability, and resource standardization within the educational sector. In the context of Indonesia's national education system, school library accreditation plays an integral role in supporting learning outcomes and curricular alignment, thereby directly influencing the overall educational environment. Accredited libraries contribute to equitable access to information, effective resource management, and enhanced teaching and learning. [1] The significance of library accreditation is further amplified in the context of secondary education, where libraries function as pivotal academic support systems. Consequently, examining the preparedness of school libraries in alignment with national accreditation standards becomes essential to ensure their strategic contribution to institutional development.

Previous research has underscored the importance of standardized accreditation instruments in evaluating the quality of library services, particularly in health and academic libraries.[2] The instruments developed by national authorities serve as benchmarks

[1] Ika Krismayani, "Mewujudkan Fungsi Perpustakaan di Daerah," *Anuva* 2, no. 2 (June 15, 2018): 233, https://doi.org/10.14710/anuva.2.2.233-242; D.S. Rejeki et al., "Accreditation in Operation Of Special Library," *Review of International Geographical Education Online* 11, no. 6 (2021): 335–45, https://doi.org/10.48047/rigeo.11.06.41.

[2] M. de la Mano and J. Harrison, "Quality Evaluation of Health Libraries in England: A New Framework," *Performance Measurement and Metrics* 13, no. 3 (2012): 139–53, https://doi.org/10.1108/14678041211284696; V.M. Trinder, "Success Stories from the Library Accreditation Process in Health-Care Libraries in England," *Health Information and Libraries Journal* 23, no. 2 (2006): 149–53, https://doi.org/10.1111/j.1471-1842.2006.00647.x.

for assessing multiple components, including library collections, infrastructure, services, human resources, and management practices. For instance, studies from the UK and Indonesia emphasize that accreditation frameworks enhance accountability, foster quality improvements, and encourage professional development within library systems. [3] These findings confirm that standardized assessment tools are indispensable in achieving transparency, comparability, and consistency in library evaluations. Furthermore, successful implementation of accreditation standards has been linked to increased stakeholder trust and institutional reputation.

Additionally, research in various library settings—ranging from health care to higher education—has demonstrated how accreditation promotes continuous improvement and strategic planning.[4] For example, in higher education contexts, the integration of quality assurance systems with library services has facilitated better alignment with international standards, enhancing institutional competitiveness.[5] Similarly, case studies in health libraries reveal that collaborative models and peer-review mechanisms strengthen

[3] G. Giles, "Report on Accreditation Learning Sets in the West Midlands Region of the NHS.," *Health Libraries Review* 17, no. 4 (2000): 181–88, https://doi.org/10.1046/j.1365-2532.2000.00292.x; Aris Nurohman, "The Impact Of Using Digital Library Resources On The Productivity Of Researchers At The State Islamic Institute Of Purwokerto," *Pustakaloka* 14, no. 2 (December 8, 2022): 126–45, https://doi.org/10.21154/pustakaloka.v14i2.4788.

[4] Bello Mujidat Adeola, "Accreditation and the Role of the Academic Library in Undergraduate Programs: A Case Study of Fountain University, Osogbo," *IOSR Journal of Humanities and Social Science* 19, no. 10 (2014): 45–48, https://doi.org/10.9790/0837-191034548; S. Utari et al., "Analysis of the Library Quality Assurance System in Supporting International Accreditation of Department at Sebelas Maret University, Surakarta, Indonesia," *Library Management* 45, no. 8–9 (2024): 547–63, https://doi.org/10.1108/LM-09-2023-0090.

[5] B.L. Eden, "The Relevance of Ala Accreditation: An Insider's View of the Ala Committee on Accreditation," in *Advances in Librarianship*, vol. 44A, 2018, 45–56, https://doi.org/10.1108/S0065-28302018000044A004; Anna Nurhayati, "STRATEGI PUSTAKAWAN DALAM MENYUKSESKAN AKREDITASI PERPUSTAKAAN SEKOLAH (STUDI KASUS PERPUSTAKAAN SD MUHAMMADIYAH SAPEN SDIT LUKMAN AL-HAKIM YOGYAKARTA)," *LIBRARIA: Jurnal Perpustakaan* 4, no. 2 (January 1, 2017): 289, https://doi.org/10.21043/libraria.v4i2.1834.

the capacity of librarians to meet accreditation demands effectively.[6] These precedents highlight the relevance of adaptive and participatory accreditation processes across different library environments.

In the school library context, particularly at the secondary level, accreditation also involves an assessment of librarian competencies, user engagement, digital integration, and facility adequacy. [7] The literature shows that librarian roles extend beyond technical management to include pedagogical and community-building functions, making their qualifications central to accreditation outcomes. Furthermore, the use of digital library systems, electronic catalogues, and information systems has been shown to significantly support the accreditation process by enabling efficient data retrieval and performance monitoring [8]. As such, technological readiness and professional capacity are key elements in determining library accreditation success.

Nonetheless, despite the growing body of literature, few studies have focused specifically on school library accreditation in the Indonesian high school context using instruments from the National Library of the Republic of Indonesia (Perpusnas). Most available studies are either theoretical or centered on higher education libraries, leaving a gap in empirical analysis regarding secondary schools. Furthermore, there is limited research

[6] de la Mano and Harrison, "Quality Evaluation of Health Libraries in England: A New Framework"; Trinder, "Success Stories from the Library Accreditation Process in Health-Care Libraries in England."

[7] Nurhayati, "STRATEGI PUSTAKAWAN DALAM MENYUKSESKAN AKREDITASI PERPUSTAKAAN SEKOLAH (STUDI KASUS PERPUSTAKAAN SD MUHAMMADIYAH SAPEN SDIT LUKMAN AL-HAKIM YOGYAKARTA)"; R.P. Soesanto, A. Kurniawati, and F. Ramadhanti, "User Centered Requirements Engineering Method for Library Information System: A Case from High School Library," vol. 2485, 2023, https://doi.org/10.1063/5.0106545.

[8] Soesanto, Kurniawati, and Ramadhanti, "User Centered Requirements Engineering Method for Library Information System: A Case from High School Library"; Utari et al., "Analysis of the Library Quality Assurance System in Supporting International Accreditation of Department at Sebelas Maret University, Surakarta, Indonesia."Surakarta, Indonesia"

assessing the direct correlation between the national accreditation standards and the readiness of collections, facilities, and librarian competencies in school libraries. The lack of localized, case-based research undermines efforts to understand contextual challenges and success factors specific to Indonesian high schools, especially in less urbanized regions.

The accreditation of school libraries in Indonesia is governed by the *Peraturan Kepala Perpustakaan Nasional Republik Indonesia Nomor 11 Tahun 2017*, which establishes the *Standar Nasional Perpustakaan Sekolah Menengah Pertama/Madrasah Tsanawiyah*. Although originally intended for junior secondary schools, this standard provides a comprehensive framework that has been widely adapted across various educational levels, including senior high schools, due to its relevance and completeness. The purpose of these national standards is to ensure that school libraries operate in alignment with national educational goals by functioning effectively as learning resource centres.

The national library standards serve as benchmarks or guidelines for the administration, processing, and development of libraries to ensure effective operation. School libraries, in particular, are required to adhere to national school library standards in their management.

1. Library Collection

Prastowo asserts that a library's collection essentially comprises a set of informational materials, encompassing both books and non-book items.[9] According to the Educational Facilities

[9] Andi Prastowo, *Sumber Belajar Dan Pusat Sumber Belajar: Teori Dan Aplikasinya Di Sekolah/Madrasah* (Kencana, 2018), https://books.google.com/books?hl=en&lr=&id=E-hZNDwAAQBAJ&oi=fnd&pg=PA1&dq=prastowo+perpustakaan+sekolah&ots=Uugi_ddCx-7&sig=H4tMwOMZYKRjyJz9ns5NJb92nbE.

Standardization Project of the Ministry of Education and Culture 1983, the school library collection is defined as a selection of information resources in various forms that have been chosen to align with the educational objectives of the school. This collection should cover and support all areas of study, providing general knowledge appropriate to the cognitive levels, reading abilities, and developmental needs of students, as well as the professional requirements of teachers.

a. Types of Collections
    1. Print materials (textbooks, curriculum support books, reading materials, and reference books);
    2. Periodicals (magazines and newspapers);
    3. Audio-visual materials, sound recordings, video recordings, and electronic sources.

b. Quantity of Collections
    1. Libraries must enhance their collections by providing materials in various media and formats, ensuring a sufficient number of mandatory textbooks to serve all students and educators.
        a. For 3 to 6 classes: 1,000 titles;
        b. For 7 to 12 classes: 1,500 titles;
        c. For 13 to 18 classes: 2,000 titles;
        d. For 19 to 27 classes: 2,500 titles.
    2. Libraries should add new titles annually, with a decreasing percentage of new additions relative to the total collection size (10% for 1,000 titles, 8% for 1,500 titles, and 6% for 2,000 titles and beyond).
    3. Libraries must subscribe to at least three titles of magazines and three titles of newspapers.

c. Reference Material

The reference collection must include at least a dictionary of the Indonesian language, regional language dictionaries, five types of foreign language dictionaries, subject dictionaries, encyclopedias, local statistical books, directories, legal regulations, atlases, maps, biographies, and sacred texts.

d. Processing Library Materials

Library materials must be described, classified, assigned subject headings, and organized systematically according to:

1. Bibliographic description guidelines and main entry heading determination (Indonesian Cataloguing Rules);
2. Dewey Decimal Classification;
3. Subject heading guidelines.

e. Stocktaking and Weeding: Libraries should conduct stocktaking and weeding of their collections at least every three years.

f. Maintenance

1. Libraries must maintain their materials by controlling the environmental conditions, ensuring adequate lighting and humidity.
2. Libraries should repair damaged materials at least once a year.

2. Standards for Facilities and Infrastructure

The facilities and infrastructure of a library encompass all items, properties, and inventory owned by the library that are used to support library activities.

Library Building/Space Requirements

The library's building or space can be evaluated from several aspects:

1. Building/Space:
   a) The library must provide adequate space for collections, staff, and users, with minimum areas as follows:
      1. For 3 to 6 classes: 112 m^2;
      2. For 7 to 12 classes: 168 m^2;
      3. For 13 to 18 classes: 224 m^2;
      4. For 19 to 27 classes: 280 m^2.
   b) The minimum width of the library space should be 5 m.
   c) The spatial arrangement must adhere to the regulations outlined in the Minister of National Education Regulation No. 24 of 2007 regarding standards for facilities and infrastructure for elementary schools, junior high schools, and senior high schools.

2. Areas:

The library space must include at least: Collection area; Reading area; Work area; Multimedia area.

3. Library Facilities:

Libraries must provide facilities tailored to their collections and services to ensure the continuity of library functions and user comfort, taking into account the needs of users with special requirements.

Table 1. Facilities According to National School Library Standards

No	Type	Ratio	Description
1	Work Furniture	1 set/ user	Should support activities related to information acquisition and library management. At a minimum, it includes visitor reading chairs and tables, librarian work chairs and tables, circulation desks, and multimedia tables.
2	Storage Furniture	1 set/ library	Should be capable of storing library collections and other equipment necessary for library management. At a minimum, it includes bookshelves, magazine racks, newspaper racks, catalogue cabinets/drawers, and lockable cabinets.
3	Multimedia Equipment	1 set/ library	Should consist of at least one computer set equipped with information and communication technology.
4	Other Equipment	1 set/ library	Should include, at a minimum, an inventory book for recording library collections, a processing manual for cataloguing library materials (including classification charts, subject headings list, and cataloguing rules), and a bulletin board.

The research method used to conduct this research is qualitative. According to Denzin and Lincoln, qualitative research is defined as research conducted in natural settings with the aim of interpreting the phenomena that occur, utilizing various existing methods.[10] Erickson states that qualitative research seeks to discover and narratively describe the activities undertaken and the impacts of these actions on the lives of individuals involved.[11] The data collection methods employed in this article include observation, documentation, and interviews. Observation involves the direct collection of data through observation. Documentation refers to the materials held by the library of SMA Negeri 2 Rejang Lebong. Interviews are conducted through question-and-answer sessions with the head librarian and library staff. To produce high-quality data, several stages of data analysis are necessary: 1) Data Collection, 2) Data Reduction, 3) Data Presentation, and 4) Conclusion Drawing.

This study addresses these gaps by conducting a case study of the school library at SMA Negeri 2 Rejang Lebong, using the school library accreditation instrument established by the National Library of the Republic of Indonesia. The research aims to assess the preparedness and evaluation of collections, facilities, and librarians in compliance with national standards. By providing empirical data from a secondary school in a non-metropolitan area, this study contributes to a nuanced understanding of library accreditation implementation at the grassroots level. It also offers practical insights into the strengths and weaknesses of the accreditation process, thereby informing policy development and institutional

[10] Norman K. Denzin and Yvonna S. Lincoln, *The Sage Handbook of Qualitative Research* (sage, 2011), https://books.google.com/books?hl=en&lr=&id=qEiC-_ELYgIC&oi=fnd&pg=PR1&dq=Denzin+and+Lincoln&ots=C5lZtrOr5I&sig=eAAT5SjmHWzCoPdzXzpqCln-Zyko.

[11] Frederick Erickson, "Comments on Causality in Qualitative Inquiry," *Qualitative Inquiry* 18, no. 8 (October 1, 2012): 686–88, https://doi.org/10.1177/1077800412454834.

improvement strategies. Ultimately, this research enhances the discourse on library quality assurance within the broader framework of educational development and national literacy goals.

B. Discussion

The findings of this study provide a detailed picture of the extent to which the school library of SMAN 2 Rejang Lebong aligns with the National Library Standards 2017. The analysis revealed that although several components are implemented appropriately, significant gaps remain, particularly in the areas of collection diversity and physical infrastructure. According to SNP 2017, school libraries must provide a broad range of print and non-print materials. However, SMAN 2 Rejang Lebong's collection was found lacking in audio-visual resources and electronic media, which are essential in supporting various learning styles and digital literacy (Perpusnas, 2017). This finding aligns with Rejeki et al. (2021), who noted that audiovisual materials are a key determinant in library quality evaluation.

Table 2. The Assessment of Library Collections and Facilities at SMA Negeri 2 Rejang Lebong

No	2017 National School Library Standard	Notes	Conformity
1	**Types of Collections** Library collections include: printed works (textbooks, curriculum support books, reading books, reference books), periodicals (magazines, newspapers), audio-visual materials, sound recordings, video recordings, and electronic sources.	SMAN 2 Rejang Lebong Library only has textbooks, curriculum support books, reading books, reference books, magazines and newspapers. It does not conform because the audio-visual materials, sound and video recordings, and electronic resources were once available but are now damaged or unusable.	X

2	**Number of Collections** 1) Enrichment books with a ratio of 70% nonfiction and 30% fiction. For 19–27 learning groups, 2,500 titles are required.	SMAN 2 RL has 30 learning groups but only 2,137 book titles: 1,151 enrichment books, 428 reading books, 317 reference books, 241 textbooks. Therefore, the collection falls short of the required 2,500 titles.	X
	2) Annual collection increase: 10% for 1,000 titles, 8% for 1,500 titles, and 6% for 2,000 or more titles.	SMAN 2 RL submits proposals yearly, typically adding 30 or more new book titles per year.	V
	3) Library should subscribe to at least 3 magazine titles and 3 newspaper titles.	SMAN 2 RL only subscribes to magazines from the KPK (Corruption Eradication Commission) and newspapers from Bengkulu and Curup Express. Magazine collections need updating as most are outdated.	X
3	**Reference Materials** Must include: Indonesian dictionary, local language dictionary, 5 types of foreign language dictionaries, subject dictionaries, encyclopedias, regional statistical books, directories, laws and regulations, atlases, maps, biographies, and scriptures.	SMAN 2 RL Library meets this standard, with references including the Quran, Japanese, German, English, and local language dictionaries, encyclopedias; totaling 317 titles and 1,183 copies.	V
4	**Library Material Processing** Materials should be described, classified, subject heading assigned, and organized systematically using: Indonesian Cataloging Rules, Dewey Decimal Classification (DDC), and subject heading guidelines.	SMAN 2 RL uses the 14th edition of Dewey Decimal Classification.	X
5	**Inventory and Weeding** Should be conducted at least once every three years.	SMAN 2 RL conducts annual stock-taking and weeding.	V
6	**Preservation** Controlled lighting and humidity; damaged items should be repaired at least once per year.	SMAN 2 RL controls room temperature, cleans dust, adjusts lighting, and repairs damaged books twice a year.	V
7	**Library Building Size** For 19–27 learning groups: minimum area is 288 m^2.	SMAN 2 RL library building measures only 12x18 meters, which is below the required 288 m^2.	X

8	**Library Areas** Must include: collection area, reading area, work area, multimedia area.	SMAN 2 RL meets this requirement with all specified areas available.	V
9	**Facilities** Minimum includes: visitor chairs and desks, librarian desks, circulation desks, multimedia desks; shelves for books, magazines, newspapers, catalogs; at least one set of ICT equipment; cataloging guides and bulletin boards.	SMAN 2 RL facilities meet the National Standard.	V
10	**Library Location** Should be central, visible, and accessible to students and staff.	The library is centrally located, adjacent to the prayer room, meeting hall, and main gate; surrounded by classrooms and faculty offices.	V

The assessment of library collections and facilities at SMA Negeri 2 Rejang Lebong reveals a partial alignment with the 2017 National Library Standards of Indonesia. Although the library provides a functional collection of textbooks, enrichment books, reference materials, and periodicals, it lacks non-print media such as audiovisual and digital resources. This limitation contrasts with the minimum collection diversity outlined in SNP 2017 and reflects similar findings in the study of accreditation gaps in Indonesian school libraries by Krismayani who emphasized that libraries often fail to meet multimedia requirements due to inadequate procurement or outdated materials.[12]

With a total of 2,137 titles serving 30 classes, the library also falls short of the minimum 2,500 titles required for institutions with 19–27 study groups. Rejeki et al. highlighted that an ideal accreditation framework includes robust collection development strategies, including both quantitative targets and qualitative diversity.[13] The lack of periodical subscriptions—only one magazine

12 Krismayani, "Mewujudkan Fungsi Perpustakaan di Daerah."
13 Rejeki et al., "Accreditation in Operation Of Special Library."

and two newspapers—also deviates from the required minimum of three each, further underscoring the need for a dynamic collection policy aligned with the academic needs of students and teachers. However, there are notable strengths in the library's organizational practices. The library employs the Dewey Decimal Classification (DDC) system, conducts regular stocktaking and weeding, and maintains its materials through routine environmental control and repairs. These practices are in line with the successful elements reported in library accreditation in health-care libraries in England, which stressed the importance of cataloging integrity and maintenance as foundational to accreditation success.[14] Additionally, addressing the identified gaps in library collections and facilities can significantly enhance the learning experience and support the educational goals of SMA Negeri 2 Rejang Lebong. Enhancing the library's collection and facilities will not only improve accreditation prospects but also foster a more enriching learning environment for students. Investing in diverse resources and modern facilities will empower the library to better serve its student population, ultimately cultivating a more engaging and supportive educational atmosphere.[15]

Facility-wise, the library meets most standards related to spatial zoning—providing dedicated areas for reading, multimedia, work, and collections. Yet, it falls short in overall spatial dimensions; the building measures only 216 m^2, whereas it should meet a minimum of 288 m^2 to accommodate the school's population. This mirrors challenges discussed by Utari et al. who found that physical limitations remain a major structural obstacle in achieving full compliance, particularly

14 Trinder, "Success Stories from the Library Accreditation Process in Health-Care Libraries in England."

15 Jimboy B. Pagalilauan, Janelle T. Buco, and Elaine R. Daquioag, "Library Environment Affecting the Study Habits and Academic Performance of Students of SJCB," *American Journal of Education and Technology* 2, no. 3 (July 9, 2023): 51–57, https://doi.org/10.54536/ajet.v2i3.1751.

when institutional expansion is not accompanied by proportional infrastructural upgrades.[16] Ultimately, addressing these deficiencies will not only facilitate compliance with national standards but also create a more conducive learning environment that promotes student engagement and academic success.[17]

Despite spatial constraints, the SMA Negeri 2 Rejang Lebong library provides comprehensive facilities—including work furniture, storage systems, and ICT equipment—that meet operational standards. The library's central location within the school campus also ensures accessibility, a factor deemed essential in the user-centered approach proposed by Soesanto et al., their study emphasized that spatial positioning and IT-enabled services directly affect user experience and accreditation readiness.[18] Enhancing these facilities and addressing spatial constraints will ultimately foster a more effective learning environment, promoting greater student engagement and academic achievement.[19]

SMA Negeri 2 Rejang Lebong, the shortfalls identified are not solely due to management negligence, but reflect broader systemic issues—such as budget constraints, evolving information needs, and infrastructural rigidity—that require policy-level interventions and sustained support. accreditation is not only a measure of compliance but also a strategic opportunity to reflect the evolving mission of

16 Utari et al., "Analysis of the Library Quality Assurance System in Supporting International Accreditation of Department at Sebelas Maret University, Surakarta, Indonesia."

17 Januard D. Dagdag, Hydee G. Cuizon, and Aisie O. Bete, "College Students' Problems and Their Link to Academic Performance: Basis for Needs-Driven Student Programs," *Journal Of Research, Policy & Practice of Teachers & Teacher Education* 9, no. 2 (December 4, 2019): 54–65, https://doi.org/10.37134/jrpptte.vol9.no2.5.2019.

18 Soesanto, Kurniawati, and Ramadhanti, "User Centered Requirements Engineering Method for Library Information System: A Case from High School Library."

19 Haastrup Timilehin, "School Facilities As Correlates Of Students' Achievement In The Affective And Psychomotor Domains Of Learning," *European Scientific Journal, ESJ* 8, no. 6 (2012).\\uc0\\u8221{} {\\i{}European Scientific Journal, ESJ} 8, no. 6 (2012).

libraries within educational institutions [20] The importance of peer learning and facilitator support in achieving accreditation in the NHS library system [21], it is recommended that SMAN 2 Rejang Lebong engages in collaborative networks with other accredited school libraries, joins professional forums, and receives targeted training. Doing so would provide access to best practices, benchmarking tools, and collective resources that could help bridge existing gaps in collection development and spatial standards.

In conclusion, the case of SMAN 2 Rejang Lebong reveals a library in transition—showing strength in management and operational compliance but constrained by collection limitations and spatial insufficiency. The study thus contributes to the growing body of empirical research that calls for a more nuanced understanding of library accreditation not merely as a regulatory exercise, but as a catalyst for holistic educational improvement.

C. Conclusion

Based on the research findings and discussions following the analysis conducted at SMA Negeri 2 Rejang Lebong Library, the researcher draws several conclusions: (1) The collection at SMA Negeri 2 Rejang Lebong Library does not meet the 2017 National Library Standards (SNP) based on the needs of students, educators, and educational staff, as there is no collection of audio-visual materials, sound recordings, video recordings, or electronic sources. The library holds a total of 2,137 book titles; however, according to the National Library Standards for senior high schools, a minimum of

20 Eden, "The Relevance of Ala Accreditation: An Insider's View of the Ala Committee on Accreditation."

21 Giles, "Report on Accreditation Learning Sets in the West Midlands Region of the NHS."

2,500 book titles is required. Nevertheless, the reference collection meets the 2017 national library standards, and the processing of library materials, stocktaking, weeding, and maintenance are in compliance with the national standards for senior high schools. (2) The facilities available at SMA Negeri 2 Rejang Lebong Library are considered adequate. The library is equipped with chairs, tables, air conditioning, bookshelves, reference collection shelves, newspaper and magazine racks, display racks, Wi-Fi, lighting, and wall clocks. Supporting facilities include computers, printers, and laminating machines. In terms of infrastructure, the building meets the needs of library users due to its accessible location within the school, although the library space of 216 m^2 does not meet the National Library Standards. The library does, however, include four designated areas: the collection area, reading area, work area, and multimedia area.

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