

Research Article

Management of Library Testing Electronic Digitalization in MAN Lampung

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Abstract.

This research aims to learn about library management towards electronics digitalization in MAN Lampung which covers aspects of planning, organization, implementation, and supervision. It also aims to understand the obstacles that arise in the process of library management in the MAN Province of Lampung, and to know the efforts made to overcome the obstacle that arises in the management of libraries towards e-digitalization in MAN Lampung. The approach used in this study is qualitative descriptive. The subjects of the study are the head of the madrasah, library officers, teachers, and students. The results of the research, that the management of the library of MAN Lampung did, includes: (1) planning for the procurement of books every year. (2) organization of the library of MAN Lampung I is in the Wakamad humans, MAN Lampung II is under the Wakamad curriculum, and Man Lampung III is under the head of the madrasah (3) implementation includes the provision, processing, service, and construction (4) supervision was carried out by the head of the Madrasah. The obstacles were related to a lack of library facilities and student lacking reading interest. Efforts are being made to add to the reading space and to give students a duty in the library.

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1. Introduction

It has long been recognized that “the library is the heart of knowledge”. If education is likened to a body, then the library is its heart. If the library is healthy, then the education is healthy.[1] An expression that has been neglected. Ironically, the world of education as the center of knowledge turns out to be less or not at all concerned with the existence of libraries. Library management is not a new issue but many people wrongly associate libraries with books. So that every pile of books somewhere is called a library.[2] Indeed, the library has one of the main characteristics with the presence of many books but that does not mean that every pile of books can then be said to be a library. Library has a more specific meaning, namely a special room with a special work system. Libraries are institutions that manage collections of written works, printed works, and/or recorded works professionally with a standardised system

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to meet the educational, research, preservation, information, and recreational needs of the users. The school/madrasah library serves students of equivalency education carried out within the education unit concerned and develops library services based on information and communication technology. (Undang-undang RI No 43 tahun 2007 tentang Perpustakaan, 2007) A school library is a library established by a madrasah or school and has a collection of library materials whose information can help the community in the madrasah environment, both teachers, students, staff or student guardians in getting the information needed. With the existence of madrasah libraries, the insight and knowledge of the school community can be broadened and the success of the teaching and learning process in madrasah as well as creating smart students for the nation now and in the future [3].

At this time the library is entering the era of information technology or the era of digitalisation, almost every community searching for information cannot be separated from the use of Google or social media as a tool for searching information, sharing information or interacting. Because information has become a primary need among the community. Every aspect of life at this time is always contacted with the availability of information and information technology. This shows that information technology has gained an important place in people's lives. This fact shows that many people in searching for information use information technology, either using google media, social media or digital libraries.[9] Information and communication technology is part of library development. Libraries are currently shifting from manual book processing and service activities towards automation-based processing and services. The rapid growth of information technology has given birth to computer-based libraries or digital libraries. There are still libraries that use or run their library management with a system that is still manual and there are also libraries that already use a digital-based system [4]. System For this, school librarians are essential to have skills in the field of information technology in order to be able to provide a service program that can support the movement of digital literacy to students. Digital libraries today have an important role in the literacy movement in schools. One is digital literature, as the ability to use information technology from digital devices effectively and efficiently in various contexts. To that end, the library is an integral part of the school's literacy program [5]. Students can have good digital literacy skills as knowledge in distinguishing good and bad news, and knowing the address sites that can be used to support learning [6]. Learners through digital literacy will be more flexible in surfing for learning materials or increasing knowledge. For this reason, digital libraries have a central role in the process of making digital literacy a success in schools.

The phenomenon of libraries has been widely researched, for example on the important role of libraries in improving the quality of education in schools and madrasahs through the provision of adequate learning resources [7]. The library plays a role in providing motivation to increase interest in reading by providing learning and fiction books [8]. Libraries that use good room design arrangements, create attractive wall decorations, provide varied collections, comfortable and quiet reading rooms can increase students' interest in reading. The library plays a role in supporting the teaching and learning process by providing books and up-to-date information. In addition, libraries can also support the increase in the number and variety of quality learning resources through the cooperation of teachers and library managers [10]. Various creative and innovative strategies are carried out by library managers in assisting users in finding reference information needed by users. As carried out by the Al-Kindi Library of MTs Negeri 2 Bandar Lampung in providing convenience for the school community, namely students, teachers and student guardians in utilising library materials provided by the library, both library materials in the form of package books per subject, reference books and fiction books provided [3]. SMA Negeri 9 Lampung has used the automation system, especially SLiMS, in the circulation service section in borrowing or returning collections quickly and in large quantities. In supporting the implementation of library management based on the library automation system, the SMA Negeri 9 Bandar Lampung library provides its automation system device in the form of a computer with a total of 5 computers available in each section of library activities. For the organisation or those who run and operate the automation system in the library of SMA Negeri 9 Bandar Lampung consists of 2 librarians and 1 library head [4]. Research on digital libraries, digital literacy, and improving digital literacy has been researched by several researchers. First, Rachman, Rachman, and Rachmawati (2017) discussed library reading interest for students at school. The reading habits of Depok City Elementary School Students make the city atmosphere more friendly to children. This study aims to describe the reading interest of second grade students who have 8 years of age totalling 152 students. The results showed that students' reading habit is still low. According to the survey data, no more than 55% of students make it a habit to read during their free time. The library also conducts supervision of library management activities based on an automation system that is carried out using CCTV placed in every part of the library.

Madrasahs, like pesantren, according to Abd. A'la, are more focused on preparing their students for community service. Although at first the service prepared by madrasahs looks simple, within the limits of religious services for the community [11]. As a result, madrasahs are less prepared in the process of equipping their students,

especially regarding the use of technology. There are several factors causing this weakness:

1. The condition of teachers who still maintain traditional conditions, and lack of attention to technological developments. This is related to the doctrines of the past that still consider technology part of the pagan western tradition, so there is no need to imitate it. The students are only focused on traditional religious learning activities such as *ngaji sorogan* and lectures in dormitories available on campus [12]. This is often associated with *madrassas* and the history of the establishment of *pesantren*. According to Malik Fajar, the emergence of *pesantrens* or *madrassas* in the country, in essence, was a rejection of education carried out by the Dutch colonials which was materialistic and secular oriented. Ali Machsana Musa divides the typology of leaders in Islamic educational institutions (*Pesantren/Madrasa*) in the country into three: fundamentalist, moderate and pragmatic. And three typologies of educational institution leaders such as *kiaiKiyai*, who is the central figure, still exist in Islamic educational institutions in the country.
2. The financial capability of *madrassas* in building IT infrastructure in the campus environment is still very minimal. Most *madrassas*, like *pesantren*, still hold the principle of simplicity, so the construction of IT facilities in the *madrrasah* environment is considered a waste and not in accordance with the principle of simplicity. In addition, the principle of simplicity is always equivalent to the non-commercialisation of education in *madrassas*. Such as the application of tuition fees at a relatively affordable cost for all groups. *Madrassas* prefer to avoid financing learning that burdens students and student guardians.
3. The income factor of *madrasa* students, who in fact come from the lower middle class. So that the cultural aspects of the lower middle class have a tendency to be apathetic towards technological developments, even they have a culture of inferiority.

According to Nur Kholis Setiawan, Director of *Madrasah* Education at the Ministry of Religious Affairs, in order to keep *madrassas* alive and thriving, four pillars need to be instilled: *kutubun sihhāh*: Students' introduction to authoritative main reference books in accordance with their fields, *aqlun rajjāh*: straight thinking or creativity-oriented thinking through the provision of good learning facilities, *asātidz mursyidah*: teachers who provide enlightening guidance, *bulghatun mumkinah*: adequate logistics. Furthermore, Nur Kholis emphasized that empowering *madrassas* in IT (information technology) and media is a necessity in this era. IT and media as science *al-hal* for *madrassas*

in navigating the world of educational competition. In this context, the State Aliyah Madrasah in Bandar Lampung is one of the MANs that always tries to improve the quality of learning on campus. The MAN adopts a modern system (classical) and also pesantren education, by providing dormitories with pesantren learning for potential students. Likewise, the curriculum applied; religious curriculum and general curriculum. However, there are still some shortcomings in one of Lampung's MANs. Among them is the lack of knowledge among the madrasah academic community towards the utilisation of science and technology, especially the use of technology in the learning process. From the field facts above, MAN Lampung was chosen as the object of research. The reason is that this MAN is located in the middle of the city with good network access available due to the installation of a guaranteed internet provider that allows optimal internet connection. Secondly, this MAN adopts the "Pillars of Madrasah Development," a modern education system and a semi-pesantren classical education system.

In other words, the MAN is trying to become a modern madrasa with a touch of pesantren values. Various steps have been taken for this purpose, including the dissemination of information about MAN Lampung through an internet site. The other two schools are located in other districts and have similar conditions to the first school, which is located in the centre of Bandar Lampung.

Based on this description, it is nothing but to find out the library management process of each madrasah. In addition, I also want to find out whether the libraries of the three madrasahs are in accordance with existing library management standards. In government regulation 2007 No. 19, it is stated that school/madrasah library management needs to: 1) provide operational guidelines for borrowing books and other library materials; 2) plan facilities for borrowing books and other library materials according to the needs of students and educators; 3) open services for at least six hours a day on weekdays; 4) complete interlibrary loan facilities, both internal and external; 5) provide borrowing services with libraries from other schools/madrasahs, both public and private, and can be formulated various related problems and become the reason for this research. How is MAN Lampung's library management towards E-digitalisation?

2. Methods

The approach used in this research is qualitative with a case study method in three MAN Lampung, which describes the situation and solves ongoing problems. With this approach, researchers are expected to produce descriptive data that can be poured in the form of reports and descriptions, so statistical figures are not preferred. Place and

Time of Research The place used in this research was in three madrasah libraries, with details, namely MAN Lampung I library, MAN Lampung II library and MAN Lampung III library. This research was conducted for approximately three months. Starting from February 2023 to April 2023.

Research Subjects The head of the madrasah as the person in charge of the madrasah and also as a supervisor of the library. The head of the library as the person in charge of implementing activities in the library can be asked for information about the implementation of library management, as well as various kinds of facilities and infrastructure used to support the implementation of effective library management. While teachers and students as library users.

Data Collection Techniques and Instruments The observation carried out is through non-participatory observation. This means that the researcher only makes observations without becoming a member of the group he observes. Interviews conducted by researchers at three MAN Lampung were intended to collect data, dialogue with informants. In-depth interviews were conducted with all elements, namely the head of the madrasah, the head of the library, teachers and students. The documentation in question is in the form of photographs during the research at three MAN Lampung. From these photos, researchers can obtain the necessary data. In addition, researchers also obtained data in the form of a list of students from class X to class XII in the library.

3. Results and Discussion

3.1. Planning

The planning function includes four basic elements: goals, actions, resources, standards and targets. Basically, the three MAN Lampung libraries have almost the same goal, which is to make the library the best library and as a vehicle that is able to develop students' interest in reading so that they enjoy reading so that their knowledge and insight increase.

Action means specific activities planned to achieve goals. These activities include procurement, processing, collection services, socialisation and coaching. The procurement of the MAN Lampung library collection comes annually from DIPA, the madrasah committee and compulsory donations for class XII students. The plan for purchasing collection materials, especially books, is based on the distribution of paper proposals from teachers and employees given at the beginning of the year before the purchase. The results of the most proposals are used as a benchmark for purchasing library collections. The procurement of the MAN Lampung II library collection is funded by

the madrasah committee, DIPA and class XII waqf donations in the form of books, if cashed between 50 to 100 thousand. However, the MAN Lampung III library procures its collection from the madrasah committee, DIPA, waqf of class XI students, researchers, the US embassy, Jakarta lajnah magazine and retired teachers. Processing in the MAN Lampung I library is done immediately when a new book arrives. Completion of processing is easy and fast due to mutual co-operation between library staff. Both books that have been reviewed or new books. The same thing is also done by MAN Y II library staff to do processing when there are new books. Likewise, the MAN Y III library processed new books and repaired damaged books.

MAN Lampung I library services during break time, by the way students fill out a visit book, then search the computer or choose books directly on the shelf. Books of interest are read in the room. If they want to borrow a book to take home, they are registered with the staff by submitting a membership/loan card. If the teacher borrows a book to take home, the book is simply noted to the library staff, then it can be taken directly. The library service at MAN Lampung II is almost the same, with students filling out a visit book, then searching the computer or choosing books directly from the shelves. Books of interest are read in the room. If it is to be borrowed, it is recorded to the clerk by submitting a membership / borrowing card. Services for students are divided into two, annual services and daily services. The daily service is by using a card that only lasts one week. While annual services are usually collective, meaning that one class is represented by one person, which is usually borrowed in the form of packaged books. The MAN Lampung III library services include several categories; 1) Online borrowing of a maximum of 4 books in one week for each student, except for those who are members of Mayoga Books Lovers (MBL), borrowing may be more than 4 but a maximum of 6. 2) Classical borrowing, this borrowing model is for example students borrowing textbooks collectively in one class. 3) package book loans for one year.

Socialisation to increase the number of visitors, MAN Lampung I library makes an activity plan in the form of assignments or homework to students to find information in the library. Then give rewards or prizes to students who are active in the library. Active here is borrowing, reading and concluding the reading, not just attending. The way MAN Lampung II library increases the number of visitors is by conducting socialisation during MOS. The second is by giving rewards for the most borrowers. While MAN Lampung III to increase visitors is to hold socialisation at MOS time, reference competitions (competitions that read the most books in the library, not only textbooks), design an attractive and comfortable layout, and provide a variety of collections.

The guidance of each library is almost the same, namely that for visitors, especially students, it is done by making at the same time notifying and enforcing the rules in the library or by direct verbal direction in the form of either a warning or a suggestion to students who come to the library. Guidance to other users such as teachers is only in the form of asking teachers for awareness of the importance of the school library. Guidance to library staff is carried out by the principal directly in the form of directions or reprimands to library staff in carrying out their duties.

Resources here include budget and human resources. The budgets of the three libraries, MAN Lampung I, MAN Lampung II and MAN Lampung III are sourced from the madrasah committee, DIPA and class XII student donations. Human Resources (HR) in the MAN Lampung I library will add library staff in accordance with their majors. The MAN Lampung II library plans to continue to hold training or seminars for library staff. Meanwhile, MAN Lampung III library, because there are already two librarians, will only place teachers/ madrasah employees who are concerned and capable in library management and development and send library managers to library training.

The standards or guidelines of the three madrasa libraries already have as a reference for what the library wants to be in the future, which is guided by Law no 43 of 2007 concerning libraries. In Permendiknas No. 24 of 2007 mentioned about Facilities and Infrastructure Standards section D: Provisions of Facilities and Infrastructure No. 2 Library space can be used as a physical standard that the school wants to achieve, for example, SMA / MA libraries have at least 1 student book in the ratio of 15 books, if the number of students is 800 then the collection that must be owned is 12,000 books. Or you can use the guidelines for organising school libraries issued by the National Library of Indonesia in 1994, namely, School Libraries: Guidelines for building and maintaining school libraries. The school principal or library staff can also make their own library standards.

The target of the MAN Y I library is for as many students as possible to come to the library, so that they increase their knowledge, not only relying on knowledge from teachers. The target of the MAN Lampung II library is to at least get a champion when participating in a competition, and students actively visit the library every day so that the library is crowded and useful. While the target of the MAN Y III library is to be able to realise all the planned programs. And in the near future want to have an Audio visual room and e-Library room.

3.2. Organising

The organisation of the MAN Lampung I library is done by the head of the library. Assisted by one person for processing, and one person for preparation. While the service section has one officer, and the Circulation, reference section has one person. MAN Lampung II library consists of Mr S as the head of the library with consideration of diligent, thorough and easy to get along with others. Assisted by Mr A as technical service and Mr E as reader service. The organisation of MAN Lampung III library consists of Ibu R as the head of the library, Ibu RW as the head of the library, and assisted by the staff. The organisation of the MAN Lampung I library is under the Head of Public Relations. While the library of MAN Lampung II is under the Head of Curriculum. The organisation of the MAN Lampung III library is directly under the head of the madrasa, on a par with the other Waka.

3.3. Implementation

The implementation in the library referred to here is the implementation of work (actuating) in the library. The main activities of library staff are procurement, processing, service and guidance.

The procurement of library materials for MAN Lampung I, MAN Lampung II and MAN Lampung III comes from DIPA funds, the School Committee and mandatory donations for class XII. Processing of MAN Lampung I library collection materials is carried out when new books arrive and books that have been alas. The same thing is also done by MAN Lampung II library staff to process when there are new books. Likewise, MAN Lampung III processed new books and repaired damaged books.

Library services MAN Lampung I's are always available during break times, with students filling out a visit book, then searching on the computer or choosing books directly from the shelves. Books of interest are read in the room. If a book is to be borrowed for take-home use, it is recorded with the staff by submitting a membership/loan card. If the teacher borrows a book to take home, the book is simply noted to the library staff, then it can be taken directly. The library service at MAN Lampung II is almost the same, with students filling out a visit book, then searching on the computer or choosing books directly from the shelves. Books of interest are read in the room. If the book is to be borrowed, it is recorded to the clerk by submitting a membership / borrowing card. The service for students is divided into two, annual service and daily service. The daily service is by using a card that lasts only one week. While annual services are usually

collective, the borrowing system is one class represented by one person, borrowed in the form of packaged books. Almost the same as the second library, the service flow in the MAN Lampung III library is to search for books through a computer or directly, if it is suitable, go to the library clerk to be recorded in the loan. By using a membership card.

Guidance/socialisation coaching/socialisation of the three libraries, namely for students, is carried out at the beginning of entry during MOS, introducing procedures for using the library as well as making as well as notifying and enforcing regulations in the library, or by direct verbal direction in the form of either a warning or a suggestion to students who come to the library. Guidance to other users such as teachers is only in the form of asking teachers for their awareness of the importance of the school library. Guidance to library staff is done by the principal directly in the form of directives or reprimands to library staff in carrying out their duties.

Supervision of the MAN Lampung I library is carried out by the head of the madrasah coming to the library in person once every two or three months to see whether the books are neat or not. According to the library staff, the head of madrasah supervision is in the form of asking how the condition of the madrasah library is. MAN Lampung II library supervision is in the form of the madrasah head coming to the library once a month or more depending on the situation and the time he has. Meanwhile, according to the library staff, there is supervision from the madrasah head but he rarely does it. The head of MAN Lampung III stated that there is weekly or monthly supervision whenever there is free time, in the form of witnessing it himself and looking at the list of visitors. Meanwhile, according to the library staff, the supervision carried out by the madrasa head saw directly whether the book had been catalogued or not. Supervision can also be done by requesting reports on the results of the implementation of activities or reports on the utilisation of the school library and matching them with the standards or measures that have been set.

3.4. Obstacles/Constraints

The first obstacle of MAN Lampung I library is the room, especially the reading room. During break time when students are using the room simultaneously, it becomes crowded and the room becomes less conducive for reading. Secondly, during effective days, library visitors cannot be served properly. The constraints of the MAN Lampung II library. First, in terms of physical building, the place is less strategic because it is on the second floor and the place is a bit far from the classroom. Second, students' interest

in reading. Secondly, students' interest in reading is very lacking, and the third is that there are no library officers from the library department. The obstacles faced by MAN Lampung III library, the first is the lack of ICT personnel, because they are often used elsewhere. Secondly, the lack of awareness of library users/students to fill in visitor attendance so that many visitors are not counted in the number of visitors report. The third is the lack of honorarium for officers in accordance with the UMR.

3.5. Efforts

The efforts made so far by the three madrasas are for library staff who are not from the library department by holding training or seminars on library management. For library facilities that are not optimal, one of them is the reading room by adding outside the library room as a reading room facility. For employee salaries that are not yet UMR, they are added with overtime pay. For the lack of student interest in reading, teachers often give assignments to students whose materials or materials are only in the library.

4. Conclusion

Management of the library in the three MAN Lampung which covers aspects: Planning includes the acquisition of books each year, organization of library on three MAN Lampung i.e., the organization of the MAN Library Lampung I is under the housing of humas, the organisation of the Man Library Lampung II is under a housing curriculum and organization of a MAN Library Lampung III is under head of the madrasah, the implementation of management in three Man Lampung covers procurement, processing, service and construction. The book comes from the DIPA and Committee funds. Processing is done in person when there's a new book. The service is performed when school hours come in and the construction is done by the head of the madrasah directly in the form of advice or advice. Surveillance was done in a way, first the head of school came directly to the library, both head of the school asked for the head's report.

The obstacles encountered in the management process of the third library of MAN Lampung are as follows: (a) less library personnel, (b) less libraries, (c) less honor library staff, (d) less interest in reading and less opportunity to be in the library.

The efforts made by the three libraries are as follows: (a) for the library staff who are not of the major library, that is to say, by holding conferences or seminars on library management, (b) for library facilities that are not optimum, one of which is reading space plus outside the room as a means of reading room, (c) for honor of staff who

have not yet completed the university degree, (d) for students who are less interested in reading, then the teacher often gives a task to students whose material or material is only available in the libraries.

4.1. Advice

Based on the results of this research, there are a number of things to be submitted as suggestions for the progress of the library in the three madrasahs related to the management of libraries. In addition, there are efforts to improve the library staff by attending lectures or seminars about libraries held outside the school. 2. Adding adequate library facilities. 3. Increasing the honor of library employees in particular that PTT is a very important thing. 4. Adding new book collections and visiting hours. Because, on average, most of his books are about lessons. Then there's a need to add a new collection as a promotional book. Besides that, hours of rest should be added to a special visit to the library.

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