

## Students Perceptions of Library Services in Senior High Schools in Lubuk Sikaping Subdistrict

Neysha Amini Putri<sup>1\*</sup>, Ahmad Sabandi<sup>2</sup>, Jasrial<sup>3</sup>, Tia Ayu Ningrum<sup>4</sup>

<sup>1234</sup> Department of Educational Administration, Padang State University, Padang, Indonesia

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#### Corresponding Author:

Neysha Amini Putri

Email: [neyshaamini12@gmail.com](mailto:neyshaamini12@gmail.com)

### ABSTRACT

This study aims to determine students' perceptions of library services in public high schools in Lubuk Sikaping Subdistrict. This type of research is descriptive with a population of all active students totalling 2,151 students and a sample of 126 students taken using the Proportionate Stratified Random Sampling technique. The instrument used was a 5-point Likert scale questionnaire consisting of 54 statement items covering indicators of tangible service, reliability, responsiveness, empathy, and assurance, and has been tested for validity and reliability. The results showed that students' perceptions of library services as a whole were in the good category with an average score of 4.20. The details: Tangible 4.23, Reliability 4.20, Responsiveness 4.19, Assurance 4.18, and Empathy 4.22, all of which were in the good category. This indicates that library services have been adequate in supporting the aspects of Tangible, Empathy, and Reliability, although there is still room for improvement, especially in the aspects of Responsiveness and Assurance.

### 1. INTRODUCTION

Schools are formal institutions that play a role in conducting learning activities in the development of science and technology. Given the importance of education in developing human resources, educational administrators must effectively improve the quality of education. Improving the quality of education can be achieved through curriculum refinement, teacher development, enhancement of management systems and teaching and learning processes, and management of educational facilities and infrastructure. Improving the quality of education through the four aforementioned aspects will not be optimally successful without adequate educational facilities and infrastructure to support school activities.

One such facility and infrastructure that supports student learning activities at school is the school library. According to Sinaga (in Anwar, 2019), the school library is an educational resource that contributes to the achievement of the institution that houses it. According to Lasa (in Angraini et al., 2021), the school library is a process of processing information sources for library users by librarians. Therefore, the school library is a component that contributes to achieving established goals.

Endang Fatmawati (2018) states that a school library is a physical and digital learning space where reading, asking questions, researching, thinking, imagining, and creativity become central to the process of transforming information into students' knowledge and also fostering their personal, social, and cultural growth.

If libraries are well-managed, they can play a vital and strategic role. School libraries can provide excellent service to students in their search for references. Library service is an activity

carried out by school librarians to provide services to users, enabling them to utilize library collections and other library resources effectively.

Hardiyansyah (2018) explains that service is the effort to meet the needs of others. These services are essentially activities offered to consumers or customers, which are intangible and cannot be owned. According to Annisa et al., (2023), service is an action performed for others according to their desires and expectations to achieve customer satisfaction.

Zeithaml, as cited in Umatin et al., (2024), emphasizes that the primary goal of service is to ensure service quality meets and exceeds customer expectations. This helps organizations build long-term trust and loyalty.

According to Bafadal (2016), library service is a direct way to interact with students who use the library, both directly and indirectly. It involves activities aimed at building good relationships with library users. Service is the primary goal of the library. All library activities, from management to staff, are focused on creating a supportive environment for smooth and effective library services.

According to Darmono (as cited in Nuha (2016), library service is an activity that provides information to library users, including: 1) all the information they need, whether for use on-site or off-site, and 2) the benefits of information retrieval facilities.

Therefore, ideal library services should be able to provide a friendly, engaging, fast, and accurate atmosphere. This demonstrates that library service orientation must focus on user needs, align with developments in information technology, and be accompanied by a friendly attitude. In other words, users must be placed as the primary factor in service delivery.

According to Slameto (2015), perception is the process by which messages or information enter the human brain. This process enables humans to continuously interact with their environment through their five senses: sight, hearing, touch, taste, and smell. Irham (2019) states that perception is a process by which individuals organize and interpret their sensory impressions to give meaning to their environment. He further states that the key to understanding perception is a unique interpretation of a situation, rather than a precise recording of it.

Meanwhile, student perception is a cognitive process in which students receive, organize, and interpret information obtained through learning experiences and interactions with the environment. This perception is influenced by various factors such as previous experiences, psychological conditions, and expectations regarding learning.

Based on the author's initial observations in July and August 2025 at public high school libraries in Lubuk Sikaping District, problems with school library services were still common. Library services help meet users' information needs by providing library materials and search tools. Library services can also provide references to users if the information they need is not available in the library. Library services are the spearhead of library services, as they are the part that has the most contact with users. The library's image and success in carrying out its functions are determined by the library's performance in providing services to its customers (Suratmi, 2021).

However, in reality, in public high schools throughout Lubuk Sikaping District, many students still complain about library services, such as library services not meeting the stipulated timeframes, slow service provided by librarians, ineffective communication between librarians and students, and a lack of assistance provided by librarians.

Based on these findings, the author suspects there are problems with library services in public high schools throughout Lubuk Sikaping District. Good service should satisfy library visitors. Librarians are expected to provide optimal service. However, based on the author's initial observations, the service provided in public high school libraries in Lubuk Sikaping District is not yet optimal.

The purpose of this study was to determine and obtain information on student perceptions of library services in public high schools in Lubuk Sikaping District based on the aspects of tangible service, reliability, responsiveness, empathy, and assurance.

## **2. METHOD, DATA, ANALYSIS**

This research is descriptive. The population was 2,151 students, and a sample of 126 students was taken using the Proportionate Stratified Random Sampling technique. The instrument, a Likert-scale questionnaire, was analyzed using the mean formula and ideal score classification to determine students' perceptions of library services.

### 3. RESULT AND DISCUSSION

#### Result

The results of data processing regarding students' perceptions of library services in public high schools in Lubuk Sikaping District in this study were reviewed based on the aspects of tangible service, reliability, responsiveness, empathy, and assurance. The following table shows the results of data processing on library services in public high schools in Lubuk Sikaping District.

Table 1. Summary of Average Scores of Students' Perceptions of Library Services in Public High Schools in Lubuk Sikaping District

NO	STATEMENT	AVERAGE	CATEGORY
1.	Tangible	4.23	Good
2.	Reliability	4.20	Good
3.	Responsiveness	4.19	Good
4.	Assurance	4.18	Good
5.	Empathy	4.22	Good
<b>Amount</b>		<b>21.03</b>	<b>Good</b>
<b>Average</b>		<b>4.20</b>	

Based on Table 1, it can be seen that the average level of student perception achievement towards library services in Public High Schools in Lubuk Sikaping District is 4.20 which is in the good category. This figure indicates that overall students consider library services to be quite satisfactory in all aspects of service. The highest score achievement is in the Tangible indicator (Physical Evidence) with an average of 4.23 (good category). This indicates that students feel comfortable in the service location, the appearance of library staff, the discipline of library staff, and the ease of the service process. Conversely, the lowest score achievement is in the Assurance indicator with an average of 4.18 (good category). This condition shows that although the service provided is good, there is still room for improvement, especially in the knowledge and ability of library staff to reassure library visitors, and guarantee timely library services to be more optimal. Overall, the average student perception of library services in State Senior High Schools in Lubuk Sikaping District is in the good category, although library services still need to pay attention to the Assurance service aspect and the efficiency of the Empathy service aspect so that the quality of service is maximized and supports the student learning process more effectively.

#### Discussion

This section will present a discussion of the research findings regarding student perceptions of library services in public high schools in Lubuk Sikaping District. The discussion of these findings will be outlined based on five research indicators: tangible service aspects, reliability, responsiveness, empathy, and assurance. For further clarification, the discussion of these findings is explained as follows:

#### Library Services in State Senior High Schools in Lubuk Sikaping District as seen from the Tangible Indicator

In general, the tangible aspect (physical evidence) of library services in public high schools in Lubuk Sikaping District is categorized as good, with an average score of 4.23. The highest score was for the statement "The learning environment in the library is clean," indicating that cleanliness of the library learning environment is a significant factor in students' positive perceptions. This aligns with Boediono's (2003) opinion, which states that comfort and cleanliness of the service area are part of the tangible dimension. Conversely, the lowest score was for the statement "Library services are provided according to the library service schedule" (3.48 = good). This score indicates that although the service is good, there are still challenges in terms of discipline regarding service times.

According to Akay et al., (2021), regulations concerning discipline include entry, exit, and break times.

Therefore, if discipline is implemented effectively, performance improvements will be achieved, which in turn will ensure satisfactory service for customers. Therefore, it is important for staff to maintain work discipline, including adherence to service schedules, so that service is optimal and meets established standards.

Thus, although tangible service aspects are generally considered good, the library needs to focus more on the punctuality of its services. This is crucial for greater discipline in meeting the library's service schedules for students, ensuring they experience the fullest possible service.

#### **Library Services in State Senior High Schools in Lubuk Sikaping District Viewed from Reliability**

In general, the reliability aspect of library services in Public High Schools in Lubuk Sikaping District is in the good category with an average score of 4.20. The highest score is found in the statement "Library staff provide services in accordance with the rules" (4.55: good), which indicates that the services provided by library staff are based on the rules. This is in line with Zeithaml's (2013) opinion that reliability refers to the ability to provide promised services accurately and reliably, the dimensions of reliability include the accuracy of employees in serving customers, employee accuracy is very necessary to avoid errors in serving service users. Next is having clear service standards, as a service provider must have clear public service standards including service procedures, service times, service costs, service products, infrastructure, and the competence of service staff. Conversely, the lowest score is found in the statement "Library staff record borrowing data carefully" (3.70: good). This score indicates that although the service is good, there are still obstacles in terms of the accuracy of the library staff's work in providing services. According to Kasmir (2020), thoroughness is evident in the accuracy of employees in following service procedures without missing any important details, thus preventing service issues that could harm customers.

Therefore, thoroughness of employees is a crucial foundation for creating good service quality. Thorough employees minimize the risk of errors, increase time efficiency, provide a sense of security to customers, and demonstrate that the institution truly values the needs and trust of service users.

Therefore, although the service reliability aspect is generally considered good, libraries need to focus more on the thoroughness of library staff in providing library services. This is crucial for more appropriate and accurate library services.

#### **Library Services in Public High Schools in Lubuk Sikaping District seen from the Perspective of Responsiveness**

In general, the responsiveness aspect of library services in public high schools in Lubuk Sikaping District is in the good category, with an average score of 4.19. The highest score was for the statement "Library staff are willing to provide services" (4.44 = good), indicating that library staff are willing to provide library services to library visitors. According to Tjiptono (2014; Silaningsih et al., 2021), responsiveness is the willingness of staff to assist customers and provide responsive service. Conversely, the lowest score was for the statement "Staff are willing to re-explain library information" (3.88 = good). This score indicates that although library services are good, there are still challenges in terms of staff's willingness to re-explain library information. According to Harfika and Abdullah (2017), responsiveness is the ability to assist service users and provide services quickly.

This dimension emphasizes attention and accuracy when dealing with user requests, questions, and complaints. Thus, although the responsiveness aspect is generally good, the library needs to focus more on staff's willingness to re-explain library information. This is crucial for optimal library service.

### **Library Services in State Senior High Schools in Lubuk Sikaping District seen from Assurance**

In general, the assurance aspect of library services in public high schools in Lubuk Sikaping District is in the good category, with an average score of 4.18. The highest score was for the statement "Library staff can be trusted when addressing service complaints" (4.34 = good), indicating that library staff can be trusted when library patrons complain about services. Conversely, the lowest score was for the statement "Library services are completed within the timeframes communicated" (3.93 = good). This score indicates that although library services are good, there are still challenges in terms of meeting the agreed completion times. According to Boediono (2003 in Rangan, 2020), a guarantee of punctuality is essential for service users to feel confident in the timeframes provided by the service provider. Purnomo (2021) explains that service is considered professional when staff demonstrate a readiness to assist without delay and ensure customer needs are met before proceeding with other activities.

Therefore, although the assurance aspect is generally in the good category, libraries need to focus more on meeting the agreed completion times. This is important for more effective service.

### **Library Services in State Senior High Schools in Lubuk Sikaping District as Seen from Empathy**

In general, the empathy aspect of library services in public high schools in Lubuk Sikaping District is in the good category, with an average score of 4.22. The highest score was for the statement "Librarian staff provide assistance promptly" (4.46 = good), indicating that library staff provide prompt assistance to library patrons. Conversely, the lowest score was for the statement "Librarian staff provide service with a friendly attitude" (3.87 = good). This score indicates that although library services are good, there are still challenges in terms of the friendly attitude displayed by library staff when providing library services. Rosalia and Purnawati (2018 in Prihatin et al., 2022) define empathy as providing individualized service with full attention and according to customer needs or expectations.

Therefore, although the empathy aspect is generally in the good category, libraries need to focus more on the friendly attitude displayed by library staff when providing library services. This is crucial to ensure that students receive library services that are free from tension and misunderstandings, and to create a conducive library service atmosphere.

Thus, friendly and courteous service not only demonstrates staff professionalism but also enhances student satisfaction and a positive image of the institution.

## **4. CONCLUSION**

Based on the research results, it can be concluded that students' perceptions of library services in public high schools in Lubuk Sikaping District are generally in the good category with an average score of 4.20. This indicates that library services have been able to meet students' needs in learning and reading activities. If seen in detail, the indicator with the highest score is tangible (physical evidence) with an average score of 4.23, which indicates that the physical condition of the library, such as room comfort, cleanliness, neatness of facilities, and the appearance of staff, has been assessed positively and is able to support students' learning activities optimally. Conversely, the indicator with the lowest score is assurance (guarantee) with an average score of 4.18, which is in the good category, but the timeliness and students' confidence in the consistency of services provided by staff still require further attention and improvement.

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