COLLECTION MANAGEMENT OF THE AR-RAUDLATUL HASANAH MEDAN MODERN LIBRARY IN SUPPORTING SCIENTIFIC DEVELOPMENT

Muthia Aliza
Universitas Islam Negeri Sumatera Utara, Indonesia
E-mail: muthia0601213063@uinsu.ac.id*

Yusniah
Universitas Islam Negeri Sumatera Utara, Indonesia
E-mail: yusniah@uinsu.ac.id

Abstract
This study aims to describe and analyze the collection management at the Library of Pesantren Modern Ar-Raudlatul Hasanah Medan in supporting the academic development of students. The urgency of this research lies in the limited empirical studies on library collection management in pesantren environments, despite the library's important role in fostering a reading culture. This study employs a qualitative approach with a case study method, using data collection techniques such as interviews, observation, and documentation. The findings indicate that collection acquisition is strategically carried out through purchases (80%) and endowments (20%), focusing on Islamic and general collections relevant to the curriculum. Collections are organized using a specific classification system, and preservation is done through rebinding. The library also runs various literacy programs to support academic development, such as mobile libraries, reading carts, literacy competitions, and student study groups. The main challenges are limited library staff and students' busy schedules, which affect program effectiveness. This study offers practical implications for pesantren managers to strengthen library functions by increasing human resources, providing policy support, and integrating literacy activities into the curriculum. The findings can also serve as a reference for developing collection management systems tailored to the needs and characteristics of the pesantren community.

Keywords*: library collection; collection management; scientific development; student literacy*

INTRODUCTION

When we hear the word "library," we often imagine a building with shelves filled with books. This image is not entirely incorrect, considering that in Indonesian, the word "pustaka" does indeed mean "book." Therefore, simply put, a library can be defined as a place to store books. However, upon closer examination, this understanding remains incomplete. Libraries are not simply about buildings and books; they also involve storage systems, maintenance, services, and users. In essence, a library can be a room, part of a building, or the building itself, dedicated to storing books and other publications. These are usually organized in a specific way for readers to access, not for sale. A library is an institution that serves and provides sources of information and knowledge to the public. A library is essentially a room, part of a building, or the building itself, used to store books and other publications, generally arranged according to their use-by date (Baschi, 1991). Libraries are facilities provided by educational institutions to support the

teaching and learning process for students, and therefore should be utilized to their full potential. The library's function as a learning resource has evolved to include what is known as a learning resource center. Libraries contain various types of information, usually grouped into distinct collections. In education, libraries play a crucial role in the learning process. They can be likened to the heart of a university, serving as an indicator of the quality and health of the surrounding educational system. Libraries offer numerous benefits. A library also contains a wide variety of materials that must be organized and systematically arranged so that users can find information quickly and accurately. Furthermore, some library collections grow year after year, requiring them to be organized according to established guidelines.

In general, the term "collection" is used in the library world to refer to the materials that should be available in a library. Afrizal (2019: 112) explains that a collection encompasses a wide variety of library materials. Furthermore, based on Law Number 43 of 2007, Chapter 1, Article 1, Paragraph 2, a library collection is defined as all information in the form of written works, printed works, and/or recorded works in various media, which have educational value, and are collected, processed, and presented to the public. In today's era of technological advancement and development, many libraries are digitally based. The concept of a library itself is an institution created to enhance the intelligence of humanity. In this context, a library is an institution that manages and stores various sources of information intended for the entire community. The information collected by the library serves as a forum for the public to obtain the information they need and increase their knowledge to develop their individual abilities. Reading skills are part of the information literacy required by students (santri). However, this term is still unfamiliar among students. Islamic boarding schools (pesantren) serve as a gathering place for students to gain knowledge and expertise. Nowadays, information is no longer limited to textbooks; with the use of information technology, textbooks have become digital (e-books). Good collection management is a reflection of effective information management. In addition, collections also play an important role in determining the level of user satisfaction.

Islamic boarding schools (pesantren) are places where students (students) live to study and deepen their religious knowledge. As centers of religious knowledge, pesantren serve as a forum for various branches of religious knowledge to gather. Therefore, pesantren can also be considered the forerunner of Islamic education in Indonesia. Pesantren have facilities comparable to public schools, one of which is a library. According to Rachman Hermawan S and Zulfikar Zen (2012), there are several components that demonstrate similarities between school libraries and public libraries. These components include librarians, book collections, library managers, funding, and supporting facilities and infrastructure. Pesantren, as educational institutions, are capable of producing and even producing superior individuals who are able to contribute or even dedicate themselves to elevating society to a quality life. Therefore, Islamic boarding schools (pesantren) play a crucial role, necessitating the support of qualified and virtuous teachers, namely ustaz (Islamic teachers) who are able to collaborate with their students to anticipate developments in knowledge, possess the expertise and capability to access and develop knowledge, conduct research, and even collaborate in academic fields. Iswar (2008:11) defines a pesantren library as a library located within a pesantren, used by students within the pesantren and sometimes by the surrounding community. The library's collections include general and Islamic collections. According to Lasa (2002:12), Islamic collections should include the Quran and related sciences, Islamic biographies, reference books, primary textbooks,

supplementary textbooks, non-fiction reading materials, fiction, Islamic magazines, and Islamic-themed newspapers.

The Ar-Raudlatul Hasanah Islamic Boarding School Library in Medan is an important center for literacy and scholarly development for students and teachers within the pesantren. Managed by the Library and Study Section (PUSKAJI), this library not only provides a collection of books but also actively fosters scientific activities and regular studies. The library holds over 12,000 titles, totaling approximately 22,971 copies, covering various fields of study, such as Islamic studies, science, social studies, and general literature. This collection is continuously expanded through an organized purchasing and cataloging process. In addition to serving as a reading space, the library also serves as a forum for scientific development for students and teachers. Through PUSKAJI, various activities, such as regular scientific studies and discussion groups, aim to enhance the students' insight and critical thinking skills. The Ar-Raudlatul Hasanah Library actively organizes literacy activities, including journalism training and scientific discussions. These activities aim to hone the students' writing and critical thinking skills and have contributed to improving literacy achievement within the Islamic boarding school. With comprehensive facilities and diverse educational programs, the Ar-Raudlatul Hasanah Islamic Boarding School Library is a crucial pillar in supporting education and literacy development within the Islamic boarding school environment. Islamic boarding school libraries are located within Islamic boarding schools (pesantren) or pondoks and are used by the students and the surrounding community to support learning.

The function of Islamic boarding school libraries is to serve as information centers, sources of knowledge, research, recreation, preservation of the nation's cultural heritage, and to provide various other services that have not been optimally implemented due to the lack of library development within the Islamic boarding school environment. Modern Islamic boarding schools have indeed entered the era of digital modernization, but not all information is easily accessible in Islamic boarding schools due to obstacles in communication and information media, which prevent students from easily accessing information. Islamic boarding school libraries strive to create various literacy activities aimed at increasing the students' knowledge, not only religious knowledge but also general knowledge. The various information needs of students are related to the need to complete their studies, including finding information on the campus they will choose for further study (Haslinda, 2022).

In the context of Islamic education in Indonesia, Islamic boarding schools (pesantren) serve not only as centers of religious learning but also as educational institutions that cultivate a competitive generation. One of the main supporting facilities for the learning process in Islamic boarding schools is the library. Unfortunately, despite their significant potential, the management and utilization of Islamic boarding school libraries remain suboptimal. Many Islamic boarding school libraries, including those that have entered the digital era, are unable to provide adequate access to information to their students. This is due to several factors, including limited communication media, a lack of understanding of information literacy, and poor library integration within the Islamic boarding school education system. One concrete example is the Ar-Raudlatul Hasanah Islamic Boarding School Library in Medan, which boasts a comprehensive collection and actively organizes scientific activities. However, literacy efforts and collection utilization still face various challenges, both in terms of collection management, availability of information access, and active student involvement in the literacy process.

Previous studies have shown that library management in Islamic boarding schools requires a unique approach, tailored to the needs of the students as the primary users. Intan

Aprisca Sari (2023) in her research at the Daar El Qolam 2 Islamic Boarding School, Tangerang, revealed that library management as a learning resource plays a crucial role in supporting the students' learning process. A similar finding was also found by Muhamad Habib Hizbulloh (2024) in his study at the Al-Fatah Islamic High School, where library collections were developed as learning resources to support students' academic activities. However, several challenges remain in managing library collections in Islamic boarding schools, including limited professional human resources, a lack of automation systems, and low information literacy among students (Haslinda, 2022). In the digital era, the existence of digital collections such as e-books and easy access to information based on information technology are also factors that must be considered in collection management.

This research was conducted because of the gap between the potential of Islamic boarding school libraries as centers of literacy and the reality of their utilization among students. Despite the availability of adequate collections and active literacy activities, the level of collection utilization, particularly in the context of information literacy and the development of critical thinking skills among students, remains suboptimal. Furthermore, previous research has focused more on public school or university libraries, leaving the context of Islamic boarding schools (pesantren) unexplored specifically and in-depth, particularly in terms of collection management and student involvement in the scientific literacy process.

RESEARCH METHOD

This research uses a qualitative approach with a case study and data analysis techniques such as data reduction, data presentation, and conclusion drawing to provide an in-depth description of the phenomenon under study. To maintain data validity, source triangulation was used, comparing data from various informants such as students, library managers, and religious teachers (ustadz). Technical triangulation, combining the results of interviews, observations, and documentation, was used to obtain a more accurate and comprehensive picture.

This approach was chosen because it was appropriate for exploring in-depth the processes, strategies, and challenges in library collection management, focusing on the development of scholarship within Islamic boarding schools (pesantren). According to Bogdan and Taylor (in Moleong, 2004), qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. The case study in this research is exploratory and descriptive, focusing on a single case unit, the Ar-Raudlatul Hasanah Modern Islamic Boarding School Library in Medan.

The research location was determined to be the Library of the Ar-Raudlatul Hasanah Modern Islamic Boarding School in Medan, a modern Islamic educational institution with a fairly comprehensive library. It is located at Jl. Jamin Ginting, Km. 11 Paya Bundung / Jl. Setia Budi, Simpang Selayang Village, Medan Tuntungan District. This location was selected based on the availability of a varied collection and collection management practices that support the scholarly pursuits of students. The research is scheduled to be conducted in April 2025.

The informants in this study were those directly involved in library collection management, namely librarians and students as library users at the Ar-Raudlatul Hasanah Islamic Boarding School Library in Medan. Informants were selected using purposive sampling based on their role, knowledge, and active involvement in collection management. The data sources used were primary data, which included in-depth interviews with librarians and direct observations of collection management activities at the Islamic Boarding School Library.

Secondary data, including documentation and relevant collection management reports, were also utilized. This research was conducted over a period of three months, namely at the end of December 2024 which began with requesting research permits until March 2025. The research stages began with requesting direct research permits e pesantren, initial observations and determining the focus of the study, followed by a literature study to strengthen the theoretical basis and understand the context of pesantren library management. After that, data collection was carried out through in-depth interviews with library managers and students, direct observation of collection management activities, and documentation of the procedures applied. The collected data were then analyzed descriptively qualitatively to produce a comprehensive picture of collection management practices at the Ar-Raudlatul Hasanah Islamic Boarding School Library, as well as to formulate recommendations for improvements relevant to the needs and objectives of Islamic boarding school education.

RESULT AND DISCUSSION

Well-managed libraries full of literacy activities will enhance the nation's reading culture. Becoming knowledgeable will help people solve various problems in daily life. This aligns with Q.S. AL-Ankabut/ 29:43 concerning knowledge, which translates as "We set forth these parables for mankind; and none understand them except those who have knowledge" (Ministry of Religious Affairs of the Republic of Indonesia, 2013). This verse in the Al-Misbah commentary suggests that the parables in the Quran have profound meanings, not limited to the literal meaning of their words. Based on the results of observations and direct interviews with the managers of the Ar-Raudlatul Hasanah Medan Islamic Boarding School, data was obtained, namely, Collection management in Islamic boarding school libraries in supporting scientific development also influences the collections in the library, starting from procurement, criteria in selecting books, grouping religious collections and general collections, collection maintenance, scientific development programs and obstacles faced in managing collections and also obstacles in carrying out scientific development in Islamic boarding school libraries.

Collection Acquisition Process
A Strategic Combination of Purchases and Endowments.

The collection acquisition process at the Ar-Raudlatul Hasanah Modern Islamic Boarding School Library in Medan is carried out through a mixed approach, with approximately 80% of the collection acquired through purchases, and the remainder coming from donations (grants or endowments) provided by students, alumni, foundations, and the regional library. This strategy demonstrates the application of demand-driven acquisition, namely procurement based on the actual needs of users (Evans & Saponaro, 2012). Furthermore, the involvement of the Islamic boarding school community in supporting the library's collections reflects the value of community-based library development, as emphasized by Rubin (2010), who states that an effective library involves its community in the development of collections and services.

Collection Selection Criteria
Based on Scientific Needs and General Support.

In determining the types of books to be added to the collection, the library establishes primary criteria based on their suitability to the subjects taught at the Islamic boarding school. Approximately 70% of the collection focuses on the students' academic needs, such as tafsir

(interpretation of the hadith), hadith (Islamic jurisprudence), Arabic, and other Islamic studies. The remaining 30% consists of general collections, including books on skills, self-development, technology, motivational novels, and other popular reading. This combination demonstrates that the library not only complements the religious education curriculum but also supports the development of soft skills, creativity, and open-mindedness among the students. According to Bruce (1997), information literacy should encompass the ability to search for, evaluate, and utilize information in both academic and everyday contexts. Therefore, this collection composition demonstrates the librarian's awareness of establishing the library as a space for lifelong learning.

Collection Organization and Classification.

Adaptation of the Dewey System and Local Context

Collection classification is based on standard classification numbers, most likely referring to the Dewey Decimal Classification (DDC) system, but separate groupings for specific collections are also available. For example, classical or traditional texts, encyclopedias, magazines, and popular books such as Tere Liye's works are physically separated to facilitate user access. This system demonstrates the flexibility in collection management to suit the characteristics of Islamic collections and the reading habits of Islamic boarding school students. Olson & Schlegl (2001) state that a good classification system not only follows universal standards but is also able to adapt to local cultural contexts. This adjustment demonstrates an awareness of the importance of making the library an inclusive and accessible place for the Islamic boarding school community.

Collection Maintenance

Rebinding as a Maintenance Strategy.

Old books that are no longer usable or damaged are not immediately discarded but instead rebound. This demonstrates an effort to preserve old collections that may have high scholarly value, particularly for classical religious collections. However, this strategy requires skill and time, which in this case is challenging due to limited librarian staff. Feather (2006) emphasized that collection conservation is an information institution's responsibility to preserve intellectual heritage. However, in practice, this preservation is hampered by limited human and technical resources, as also found by Isnaini (2020) in a study of libraries in religious educational institutions.

Scholarly Development Programs through Libraries.

The library actively conducts various literacy programs that encourage the scholarly development and creativity of female students, including:
1) Mobile Library, held twice a week, with a collection of general reading materials such as comics, novels, and encyclopedias.
2) The Reading Cart, also held twice a week, aims to encourage students' interest in reading within the dormitory and outside the classroom.
3) A Caricature Competition, as a means of channeling reading-based artistic expression and skills.
4) OPRH (House Library Organization Hasanah), a forum for students active in literacy activities and library management.
5) Female Student Study Groups, such as:

a. Afkar Study Club: studies general thought and literacy
b. Turost Club: studies classical Islamic texts
c. Iqra' Club: develops student literacy and writing
d. Biology Study Club, and other academic groups.

These programs have great potential to foster an active literacy culture within the Islamic boarding school environment, although their participation and sustainability depend heavily on the availability of time and support from management.

Obstacles in Scientific Management and Development

Although many programs have been designed and implemented, libraries face a number of obstacles: limited human resources, with only one librarian responsible for all aspects of collection management, service, and development. Technical and time constraints in implementing scientific programs. The busy schedule of Islamic boarding schools means that programs such as study clubs and student journalism activities, originally scheduled weekly, can only be held two or three times a month. This indicates the need for structural support and additional staff to strengthen the library's role as a center of knowledge.

Female students (santriwati) revealed that the frequency of library visits is highly dependent on available free time, given their already busy study schedules at the Islamic boarding school. This prevents them from visiting the library regularly, but only when time permits. Nevertheless, they assess that the library's collection is sufficient and relevant to their study needs and reading interests. The existing collection has helped support the learning process and broaden the students' scientific horizons within the Islamic boarding school environment.

In terms of service, librarians or library managers also play an active role in assisting students, particularly in finding books or references they need. The presence of responsive librarians significantly helps expedite the information search process. However, female students also expressed their hope that library visiting hours could be extended. Currently, the library is only open until 3:00 PM WIB daily, while student learning activities continue into the afternoon and even evening. This situation limits library access, so expanding operating hours is expected to better support the learning process and optimal student development. According to the American Library Association (ALA), ideally, the librarian-to-user ratio should be balanced for optimal service. This limitation also reflects the condition of information poverty (Chatman, 1996), which occurs when individuals cannot access information due to structural barriers, rather than a lack of information resources themselves.

CONCLUSION

Collection management at the Ar-Raudlatul Hasanah Modern Islamic Boarding School Library in Medan has proven to play a crucial role in supporting the scholarly development of its female students. The collection acquisition process is strategically conducted, combining 80% purchases and endowment donations from various parties, allowing for a diverse library. Collection selection is based on relevance to the Islamic boarding school curriculum, with 70% of the collection devoted to religious studies and 30% to general collections, demonstrating the library's commitment to supporting both formal education and fostering a broad reading interest among students.

Organizationally, the library utilizes standard classifications but also groups specialized collections, such as historical books and encyclopedias, separately for easy access. In terms of maintenance, older books are preserved through rebinding, a way to preserve valuable collections. Efforts to develop scholarship are also realized through various programs such as mobile libraries, reading carts, literacy competitions, and the establishment of student study groups that actively utilize the library facilities as learning spaces.

However, collection management still faces challenges, particularly limited human resources for librarians and students' time constraints due to busy Islamic boarding school schedules. These constraints impact the consistency of literacy development programs, which initially ranged from weekly to only two to three times a month. Therefore, additional support is needed from both Islamic boarding school management and external stakeholders to optimize the library's role as a center for information, literacy, and the ongoing intellectual development of students.

This research provides a significant contribution to literacy development in Islamic boarding schools, by confirming that sound collection management not only supports the religious education curriculum but also fosters a culture of reading and critical thinking among students. A structured collection management approach and contextual literacy programs have proven to be a catalyst for the emergence of independent learning communities in Islamic boarding schools, which can serve as a model for replication in similar institutions. Practical recommendations include: Increasing the capacity of librarians, both through technical training and additional personnel, to optimize collection management and service delivery. Adjusting library operating hours to student schedules, for example, by opening services in the evening on certain days, to ensure more inclusive access to information.

SUGGESTION

Based on the findings of this study, it is suggested that the collection management of the Ar-Raudlatul Hasanah Modern Islamic Boarding School Library in Medan be strengthened through several strategic measures. First, enhancing the capacity of library human resources is essential, both by increasing the number of staff and providing technical training to ensure optimal collection management, information services, and literacy programs. Second, library operating hours should be adjusted to accommodate the busy schedules of students, for instance by extending services into the late afternoon or evening, thereby providing more inclusive access to collections. Third, literacy programs such as study clubs, mobile libraries, and literacy competitions should be integrated into both formal and non-formal curricula to ensure continuity and increase student participation. Fourth, the utilization of digital technology, including the development of e-book collections and simple automation systems, is necessary to expand information access and overcome time constraints. In addition, collaboration with local libraries, universities, and external institutions is highly recommended to enrich collections, support librarian training, and strengthen literacy networks. Finally, periodic evaluations using measurable indicators such as borrowing rates and student participation in literacy activities are needed to enable continuous improvements that are systematic and responsive to the educational needs of the pesantren community.

THANK YOU-NOTE

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