
ANALYSIS OF COLLECTION PRESERVATION IMPLEMENTATION IN SCHOOL LIBRARIES

Irmawati

Universitas Islam Negeri Alauddin Makassar, Indonesia

E-mail: irmawati092001@gmail.com*

Nur Fadillah Rusli

Universitas Islam Negeri Alauddin Makassar, Indonesia

Irvan Mulyadi

Universitas Islam Negeri Alauddin Makassar, Indonesia

Saenal Abidin

Universitas Islam Negeri Alauddin Makassar, Indonesia

Receive : 24 May 2026

Accepted : 04 Jun 2026

Published: 08 Jun 2026

DOI : 10.30829/jipi.v10i2.29803

Abstract

This study aims to analyze the implementation of collection preservation in school libraries in Makassar City and Tanjung Selor City. The study employed a descriptive method with a qualitative approach. Data were obtained through observation, document review, and semi-structured interviews with library managers. Data analysis was conducted through the stages of data collection, data reduction, data presentation, and conclusion drawing. The findings indicate that collection preservation has been carried out through various activities, including book repair, rebinding, book covering, collection cleaning, lamination, and fumigation. Collection maintenance is conducted both periodically and based on the level of damage to library materials. However, the implementation of preservation has not yet been optimal due to several obstacles, including low user awareness, limited availability of professional librarians, insufficient budget allocation, and a lack of training related to preservation. Therefore, improving human resource competence, providing adequate budgetary support, and implementing continuous training programs are necessary to support the effectiveness of collection preservation in school libraries.

Keywords: collection preservation, school libraries, school librarians, library materials conservation, preservation constraints.

INTRODUCTION

School libraries are an important facility in supporting the learning process and the development of students' literacy. The existence of library collections as sources of information requires proper management, including the maintenance and preservation of library materials. One of the efforts undertaken in this regard is collection preservation.

Preservation has a broader meaning than conservation. It encompasses all efforts to preserve library and archival materials, including management policies, financial aspects, human resources, methods, and storage techniques (Basuki, 1993). Through preservation, the informational value contained in collections can be maintained, thereby enabling libraries to continue meeting users' information needs.

Collection preservation activities in libraries are carried out for several functions, including: (1) protection, (2) conservation, (3) health, (4) education, (5) patience, (6) social function, (7) economic function, and (8) aesthetic function (Martoaatmodjo, as cited in Makmur, Suadi, & Samsudin, 2021). In addition, preservation activities in libraries generally aim to safeguard the informational value contained in collections, preserve the physical form of documents, overcome problems related to limited library space, and accelerate access to information (Martoaatmodjo, as cited in Gani, 2019).

The issue of collection preservation is highly important, particularly in school libraries, because most collections are still in printed form and are vulnerable to damage caused by environmental, biological, and human factors. Ideally, school libraries should implement planned and sustainable preservation activities to maintain the physical condition of collections so that they can continue to be used by students and teachers in the long term. These activities include regular collection cleaning, repair of damaged books, pest control, regulation of room temperature and humidity, and the provision of librarians who have competence in preservation.

However, conditions in the field indicate that collection preservation efforts in school libraries have not been fully implemented optimally. Based on preliminary observations and findings from previous studies, many school libraries still carry out preservation in a simple and incidental manner, such as repairing damaged books or providing protective covers only when necessary. In addition, some libraries do not yet have scheduled collection maintenance programs, adequate budgets for preservation activities, supporting facilities, or librarians with specific training in preservation. The low awareness of users in maintaining collections also contributes to the accelerated deterioration of library materials.

The gap between ideal conditions and actual conditions indicates that collection preservation remains a problem that requires serious attention in school libraries. Therefore, this study was conducted to analyze the implementation of collection preservation in school libraries in Makassar City and Tanjung Selor City, in order to identify the forms of preservation activities carried out and the obstacles encountered in their implementation.

Several previous studies have shown that preservation has been implemented in school libraries, but it has not yet been optimal. A study conducted at the library of SMA Negeri 1 Ciwidey, for example, found that preservation activities such as rebinding, lamination, and collection cleaning had been implemented, yet they still faced various obstacles, including a lack of professional staff, low user awareness, and limited supporting facilities (Elnadi, 2021). Other studies have also revealed that preservation activities in various libraries are generally still simple and have not been integrated into a comprehensive system.

Nevertheless, several aspects of collection preservation implementation remain underexplored, particularly in the context of school libraries. These include the limited studies on the effectiveness of school policy-based preservation strategies, the lack of research on the use of simple technology in the preservation of school library collections, and the suboptimal role of user education in supporting preservation success. In addition, studies examining the relationship between school librarians' competence and the successful implementation of preservation remain limited.

Based on the discussion above, research on the implementation of collection preservation in school libraries is important. This study is expected to provide an overview of existing preservation practices, the obstacles encountered, and the opportunities for developing more effective and sustainable preservation strategies within school library environments.

RESEARCH METHOD

This study employed a qualitative approach with a descriptive research design to obtain an in-depth understanding of the implementation of collection preservation in school libraries. The study was conducted at UPT SPF SMP Negeri 9 Makassar, UPT SPF SMP Negeri 17 Makassar, UPT SPF SMP Negeri 32 Makassar, SMP Al Azhar Makassar City, and SMP 6 Tanjung Selor in Kalimantan in May 2026.

The research informants consisted of five individuals selected using purposive sampling, namely the selection of informants based on specific considerations aligned with the objectives of the study. The criteria for informants included heads of libraries, librarians, or library management staff who were directly involved in collection management and preservation activities, and who had knowledge of collection conditions and policies related to the maintenance of library materials in school libraries. The five informants were considered sufficient because they represented the parties most knowledgeable about the implementation of collection preservation at the research sites. Thus, the data obtained were able to address the research focus and indicated similarity of information, or data saturation (Sukmadinata, 2011).

The data sources in this study consisted of primary and secondary data. Primary data were obtained directly through interviews and field observations, while secondary data were obtained from library documents, activity reports, archives, and literature relevant to the research topic. Data collection techniques included observation, semi-structured in-depth interviews, and documentation studies. The interviews were conducted using an interview guide developed based on the research focus concerning the forms of collection preservation activities and the obstacles encountered in their implementation (Sugiyono, 2017).

Data analysis was conducted interactively through the stages of data collection, data reduction, data presentation, and conclusion drawing. To ensure data validity, the researcher employed source triangulation by comparing information from each informant, as well as technique triangulation by comparing the results of interviews, observations, and documentation. Accordingly, the consistency and credibility of the data could be examined, resulting in more valid findings (Miles & Huberman, as cited in Sugiyono, 2017).

RESULT AND DISCUSSION

Collection Preservation Activities in School Libraries

The findings show that the five school libraries have implemented collection preservation, although the forms of activities vary from one school to another. The activities identified include fumigation, cleaning of rooms and shelves, rebinding, book covering, lamination, and collection maintenance based on the level of damage. These findings indicate that preservation in school libraries is not limited to the physical repair of damaged books, but also includes preventive and curative actions to ensure that collections can continue to be used in the long term. This is in line with Nurcahyani (2023), who explains that preventive preservation is carried out to prevent collection damage, while curative preservation is conducted when collections have already been damaged and require direct handling.

Table 1. Comparison of Collection Preservation Practices in Five School Libraries

No	School	Fumigation	Regular Maintenance	Binding/Covering	Lamination	Main Obstacles
1	UPT SPF SMPN 9 Makassar	Yes	2 times/year	Yes	No	Human resources and budget
2	UPT SPF SMPN 32 Makassar	Yes	Incidentally	Yes	No	Shortage of librarians
3	UPT SPF SMPN 17 Makassar	No	Regular	Yes	No	Preservation training
4	SMP Al-Azhar Makassar	No	Every Semester	Yes	No	Limited budget
5	SMPN 6 Tanjung Selor	No	Incidentally	Yes	Yes	Budget and facilities

Based on the table above, the activities most frequently carried out by school libraries are rebinding and book covering, while fumigation and lamination have not been implemented evenly. This condition indicates that preservation activities are still more commonly conducted at the level of simple repair rather than early prevention of damage. In the context of school libraries, a similar pattern was found by Rodin (2021), who stated that the maintenance of library materials is often not optimal because it remains limited to dust cleaning, simple arrangement, and limited physical repair of collections. Therefore, preservation practices in the five schools studied still need to be directed toward programs that are more scheduled, documented, and sustainable.

Fumigation

The findings show that only two of the five schools conducted fumigation, namely UPT SPF SMP Negeri 9 Makassar and UPT SPF SMP Negeri 32 Makassar. The other schools had not implemented fumigation due to limited funding, facilities, and personnel who understand collection pest-control procedures. This finding indicates that the control of biological factors, such as mold, termites, and insects, has not yet become a priority in all school libraries. In fact, Kautsar (2022) found that fumigation can serve as part of preservation efforts to reduce insect disturbance and maintain the collection room so that it remains suitable for use.

From a preservation perspective, the uneven implementation of fumigation shows that some school libraries still do not have a well-planned collection preservation policy. Environmental control should not only be carried out when collections have already been damaged, but also through regular monitoring of room conditions, shelf cleanliness, humidity, and the potential for pest infestation. Suparta (2025) emphasizes that preservation requires the support of standard operating procedures, facilities, and adequate conservation materials so that collection maintenance is not carried out incidentally. Therefore, schools need to include pest control and collection-room cleanliness in the routine agenda of the library.

The gap between schools that have conducted fumigation and those that have not indicates that preservation has not yet been understood as an integral part of comprehensive collection management. Some library managers still assume that maintenance is sufficient when carried out through book covering or the repair of damaged books. In fact, biological damage is

often not immediately visible, yet it can accelerate the fragility of paper and book covers. Therefore, fumigation or safe alternative pest-control methods need to be considered according to the budget capacity and conditions of each school.

Frequency of Collection Maintenance

The study found that the frequency of collection maintenance varied across schools. Some schools carried out maintenance periodically every semester or twice a year, while others performed maintenance only when damaged collections were found. This variation indicates that some libraries do not yet have clear standard operating procedures for preservation. Ilmi (2022) emphasizes that libraries need written regulations or standard operating procedures for preservation and conservation so that the maintenance of library materials can be implemented in a more systematic manner.

Although incidental maintenance can help extend the lifespan of collections, it is less effective than scheduled maintenance. Collections that are only handled after severe damage has occurred generally require greater repair costs and more time. Sasmitasari (2022) explains that preservation strategies can be implemented through collection condition assessments, repair of library materials, and control of obstacles that hinder preservation. Thus, the frequency of collection maintenance in school libraries needs to be made more consistent so that damage can be prevented from an early stage.

Lamination, Rebinding, and Book Covering

Rebinding and book covering are the most widely implemented forms of preservation across all schools. These activities are selected because they are easier, more affordable, and can be carried out directly by library managers without requiring special equipment. Meanwhile, lamination was found only at SMP Negeri 6 Tanjung Selor because this technique requires more specific tools, materials, and skills. Cahyani (2023) explains that collection preservation activities may include preventive, curative, and restorative actions, such as cleaning, rebinding, mending, and repairing collections that have suffered physical damage.

The findings indicate that schools tend to choose simple techniques because they are consistent with the available budget and human resources in the library. However, dependence on basic techniques also shows that preservation activities have not yet developed toward more professional conservation practices. Nurmustafha (2024) found that preservation activities may be less optimal when they are not supported by written policies and a clear work structure. Therefore, rebinding and book covering should continue to be carried out, but they should also be complemented by damage recording, repair prioritization, and periodic evaluation.

Obstacles in the Implementation of Collection Preservation

The findings show that the main obstacles in the implementation of collection preservation include low user awareness, limited availability of professional librarians, insufficient budget allocation, and lack of preservation training. Low user awareness is reflected in the continued occurrence of practices such as folding pages, tearing books, writing on collections, or returning books in poor condition. Putri (2024) also found that damage to school library collections may be influenced by human factors, environmental conditions, inadequate storage shelves, and limited user awareness in maintaining library materials. Thus, the success of preservation does not depend solely on librarians, but also on the culture of users in handling collections responsibly.

The limited availability of professional librarians is also a significant obstacle. Some libraries are managed by only one staff member, while others are managed by teachers who simultaneously serve as library managers. This condition prevents preservation activities from being implemented optimally because library managers have limited time, technical knowledge, and experience in handling collection damage. Ramadhiani (2023) shows that limited human resources can affect the effectiveness of preservation activities, as collection maintenance requires personnel who understand preservation procedures.

Another obstacle identified is the lack of budget and specialized training in preservation. Not all schools have a specific budget allocation for purchasing repair materials, collection cleaning tools, fumigation equipment, or basic conservation supplies. As a result, preservation activities are often carried out using limited available materials and rely more heavily on the personal experience of library managers. Putri (2023) emphasizes that the preservation of library materials requires support in the form of facilities, personnel, and policies so that it does not remain limited to simple maintenance activities.

These findings indicate that the implementation of collection preservation in school libraries is influenced by technical, managerial, and user-behavior factors. Technically, schools require proper tools, materials, and storage spaces. Managerially, schools need standard operating procedures, budget allocation, and clear task distribution. From the user perspective, education is needed so that students understand the importance of maintaining library collections. Regita (2024) emphasizes that preservation should be viewed as a sustainable effort involving librarians, institutional policies, and users' concern for the continuity of collections. Therefore, schools need to develop simple yet planned preservation programs, such as scheduled collection cleaning, recording damaged books, educating users, and providing basic training for library managers.

Overall, the results of this study show that preservation activities in school libraries have been implemented, but they remain at a basic level. The most dominant form of preservation is simple physical repair, while preventive measures such as fumigation, environmental control, standard operating procedures, and training have not been implemented evenly. School libraries need to develop preservation as part of collection management, rather than merely as an additional activity carried out after books have been damaged. In this way, collections can last longer and continue to support the learning needs of students and teachers.

CONCLUSION

Based on the research findings, the implementation of collection preservation in school libraries in Makassar and Kalimantan has been carried out through book repair, rebinding, book covering, collection cleaning, lamination, and fumigation. However, these activities remain simple, unstructured, and not yet optimal. This condition is influenced by low user awareness, limited availability of professional librarians, insufficient budget allocation, and lack of preservation training.

Practically, schools need to strengthen preservation standard operating procedures, increase budgetary support, and develop a culture of maintaining library collections, while librarians need to improve their competence through training. Policymakers also need to provide adequate regulatory support, human resources, and facilities to strengthen school library management. This study contributes to providing an overview of the gap between ideal conditions and preservation practices as a basis for developing more effective library policies.

However, this study is limited to five informants and a narrow research location, so further research with a broader sample is needed.

SUGGESTION

Based on the findings of this study, school libraries are advised to develop a structured and sustainable collection preservation program by establishing standard operating procedures that regulate periodic cleaning, damage assessment, rebinding, book covering, fumigation, environmental control, and documentation of damaged materials. Schools should allocate a specific budget for preservation facilities and provide regular training for librarians or library managers to improve their technical competence in handling damaged collections. In addition, user education should be integrated into library orientation and literacy programs to build students' awareness of responsible collection use. Support from educational institutions and policymakers is also essential to ensure that preservation becomes an integral part of school library management rather than an incidental activity carried out only after collections are damaged.

THANK YOU-NOTE

The authors would like to express sincere gratitude to the principals, library heads, librarians, and library staff of the participating schools in Makassar and Tanjung Selor for their permission, assistance, and valuable information during the research process. Appreciation is also extended to all parties who supported data collection through interviews, observations, and documentation.

REFERENCES

- Collins Cobuild, *Essential English Dictionary*, Glasgow England: Harper Collins Publisher, hal.619
- Elnadi, Isran. 2021. "Preservasi Dan Konservasi Sebagai Upaya Pustakawan Mempertahankan Koleksi Bahan Pustaka." *Journal of Librarianship and Information Science* 1(2):64-71.
- Fatmawati, Endang. 2018. "PRESERVASI, KONSERVASI, DAN RESTORASI BAHAN PERPUSTAKAAN." *Library of UIN AR-RANIRY* 10(1). doi:<https://doi.org/10.22373/3379>.
- Hermawan, Bambang. 2018. "PELESTARIAN BAHAN PUSTAKA DENGAN SISTEM FUMIGASI : PENGALAMAN EMPIRIS DI DIREKTORAT PERPUSTAKAAN." 1(2):97-106.
- J.M Dereau, *Dasar-Dasar Pelestarian dan Pengawetan Bahan Pustaka*, Jakarta: Perpustakaan Nasional, 1992, hal.2
- Komalasari, I., Y. Zarfina, and M. Masyrisal. 2020. "Preservasi Koleksi Di Dinas Kearsipan Dan Perpustakaan Kota Jambi." *UIN Sulthan Thaha Saifuddin Jambi*.
- Sudarsana, Undang. (2019). *Preservasi dan Konservasi Media Informasi*. Tangerang Selatan: Universitas Terbuka
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*. Bandung: Cv Alfabeta.
- Sukmadinata. (2011). *Metode Penelitian Pendidikan*. Bandung: Pt Remaja Rosdakarya.
- Sulistyo Basuki, *Pengantar Ilmu Perpustakaan*, Jakarta: Gramedia Pustaka Utama, 1993,hal.271
- Tony Arthur, *Perpustakaan Perguruan Tinggi*, Jakarta: Pendidikan dan Kebudayaan, 1994,hal. 46
- Hotimah, A. H., Damayani, N. A., Khadijah, U. L. S., Rodiah, S., Samson, C. M. S., Rukmana, E. N., & Khoerunnisa, L. (2023). Analisis kegiatan preservasi bahan pustaka di Perpustakaan Universitas Trisakti. *Jurnal Pustaka Budaya*, 10(2), 79-87. <https://doi.org/10.31849/pb.v10i2.12329>

- Ilmi, B., & Sulistyoningtyas, N. (2022). Strategi preservasi dan konservasi bahan pustaka tercetak di Perpustakaan STIE AUB (Adi Unggul Bhirawa) Surakarta. *EVOKASI: Jurnal Kajian Administrasi dan Sosial Terapan*, 1(1), 1–5. <https://journal.uns.ac.id/evokasi/article/view/345>
- Kautsar, R. (2022). Preservasi bahan pustaka di Perpustakaan Umum Kota Banjarmasin. *Pustaka Karya: Jurnal Ilmiah Ilmu Perpustakaan dan Informasi*, 10(1), 49–58. <https://doi.org/10.18592/pk.v10i1.6741>
- Nurmustafha, N., Damayani, N. A., Khadijah, U. L. S., & Rodiah, S. (2024). Kegiatan preservasi preventif dan kuratif koleksi di Perpustakaan Universitas Komputer Indonesia. *Informatio: Journal of Library and Information Science*, 4(1), 51–64. <https://doi.org/10.24198/inf.v4i1.46648>
- Putri, D. A., Fajira, I., Rohyani, I., & Yanto, A. (2024). Sistem pemeliharaan dan perawatan bahan pustaka di Sekolah UPTD SDN 015864 Desa Rawang Lama Pasar IV. *Jurnal Insan Pengabdian Indonesia*, 2(1), 52–64. <https://doi.org/10.62007/jouipi.v2i1.255>
- Putri, S. A., Damayani, N. A., Khadijah, U. L. S., Rodiah, S., Samson, C. M. S., Rukmana, E. N., & Khoerunnisa, L. (2023). Kegiatan preservasi bahan pustaka di Perpustakaan IKOPIN University. *LibTech: Library and Information Science Journal*, 4(1), 1–14. <https://doi.org/10.18860/libtech.v4i1.19624>
- Ramadhiani, A., Khadijah, U. L. S., Rodiah, S., Samson, C. M. S., Rukmana, E. N., & Khoerunnisa, L. (2023). Evaluasi preservasi koleksi di Perpustakaan Fakultas Peternakan Universitas Padjadjaran. *ABDI PUSTAKA: Jurnal Perpustakaan dan Kearsipan*, 3(1), 23–27. <https://doi.org/10.24821/jap.v3i1.8133>
- Regita, V. D., & Wardhana, D. E. C. (2024). Preservasi di Perpustakaan Universitas Prof. Dr. Hazairin, S.H. *Al Maktabah: Jurnal Kajian Ilmu dan Perpustakaan*, 9(1). <https://ejournal.uinfabengkulu.ac.id/index.php/almaktabah/article/view/3379>
- Rodin, R., & Kurnia, K. (2021). Analisis pemeliharaan dan pelestarian bahan pustaka di Perpustakaan Sekolah Menengah Kejuruan Swakarya Palembang. *Al-Kuttab: Jurnal Kajian Perpustakaan, Informasi dan Kearsipan*, 3(2), 11–22. <https://doi.org/10.24952/ktb.v3i2.3630>
- Sasmitasari, A. S. A., & Handayani, N. S. (2022). Strategi preservasi dan konservasi bahan pustaka di Dinas Perpustakaan dan Kearsipan Kabupaten Lamongan. *Tibanndaru: Jurnal Ilmu Perpustakaan dan Informasi*, 6(1). <https://doi.org/10.30742/tb.v6i1.1794>
- Suparta, I. G. A. W. (2025). Evaluasi preservasi dan konservasi bahan pustaka di Dinas Perpustakaan dan Kearsipan Kabupaten Gianyar. *Jurnal Ilmiah Perpustakaan dan Informasi (JIPUS)*, 5(2), 47–55.
- Cahyani, R. G., & Khadijah, U. L. S. (2023). Kegiatan preservasi koleksi di Perpustakaan Institut Teknologi Nasional. *Informatio: Journal of Library and Information Science*, 3(2), 139–158. <https://doi.org/10.24198/inf.v3i2.46665>