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ASSESSING THE SUITABILITY OF E-BOOK COLLECTIONS FOR LIBRARY USERS AT THE IPDN SOUTH SULAWESI CAMPUS

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Abstract
This study analyzes the alignment of e-book collections with users' academic needs at the Library of the Institute of Public Administration (IPDN), South Sulawesi Campus. The study focuses on the relevance of the collection to reference needs, the quality and currency of its content, the benefits of e-books in supporting academic activities, and users' experiences in accessing and utilizing them. A descriptive qualitative approach was employed. Data were collected through semi-structured interviews, non-participant observation, and documentation. The research informants consisted of five cadets from the Public Policy Study Program and the Economic Development and Community Empowerment Study Program. Data analysis involved data reduction, data display, and conclusion drawing and verification. Data credibility was ensured through source, technique, and time triangulation. The findings indicate that the e-book collection is perceived as a relevant supplementary reference because it supports course-related needs, assignments, theoretical searches, and academic writing. E-books also provide ease of access and greater time efficiency. Collection suitability is influenced by topic relevance, the credibility of authors and publishers, metadata completeness, and content currency. However, the alignment remains suboptimal due to the limited availability of specific titles, uneven collection currency, network constraints, reading discomfort on certain devices, and insufficient promotion and guidance for digital services. Based on the Person–Environment Fit framework, these findings emphasize that e-book collection development should align users' academic needs with the availability, quality, and accessibility of digital resources. The contribution of this study lies in proposing a framework for digital library collection development based on curricular needs and user experience, rather than merely increasing the number of available titles. Accordingly, this study recommends developing digital collections that are more responsive to curricular requirements and users' actual experiences.

Keywords: e-book; collection suitability; information needs; Person–Environment Fit; digital collection development.

INTRODUCTION

A library is an institution that professionally manages collections of written works, printed materials, and/or recorded works in order to meet users' needs for education, research, preservation, information, and recreation (Law of the Republic of Indonesia Number 43 of 2007). In the context of higher education, libraries function not only as repositories of information resources but also as providers of relevant, accurate, current, and easily accessible information that supports users' academic needs (National Library Regulation Number 5 of 2024). Advances in information technology have encouraged academic libraries to expand digital services, including the provision of electronic books (e-books). E-books are information resources in digital format that can be accessed through electronic devices and have the potential to support learning, theoretical exploration, assignment completion, and academic writing (Wexelbaum, 2015, as cited in Suriani, 2021). However, the availability of a certain number of e-books does not necessarily guarantee that users' information needs are adequately met, particularly when collections are irrelevant to their fields of study, outdated, difficult to access, or provide limited academic value.

The Institute of Public Administration (IPDN), as a public service higher education institution, provides various digital services through its Smart Campus concept, including Digilib Praja and SMARTLIB, which offer e-book access for cadets. At the IPDN South Sulawesi Campus Library, these services have become increasingly important because the acquisition of printed books stagnated during the 2019–2025 period, making e-books a strategic supplementary source of academic references. Nevertheless, e-book utilization still faces several challenges, including a limited number of highly specific titles, uneven collection currency, discomfort when reading on particular devices, unstable internet connectivity, and registration and account activation procedures that are not fully understood by all users. These conditions indicate that e-book collection evaluation cannot be based solely on the number of titles or the existence of digital platforms, but should also examine the relationship between collection characteristics and users' academic needs. Accordingly, this study aims to analyze the suitability of e-book collections for users at the IPDN South Sulawesi Campus Library in terms of academic reference needs, relevance to courses and fields of study, content quality and currency, the academic benefits of e-books, and users' experiences and barriers in utilizing digital collections.

Previous studies have shown that libraries have undergone a transformation from institutions centered on physical collections into digital knowledge ecosystems (Mathar et al., 2023). The use of information technology has expanded access to information resources, accelerated the dissemination of scholarly works, and improved the efficiency of collection management (Lestari et al., 2020). Within this context, e-books are viewed not merely as substitutes for printed books, but as an important component in the changing patterns of library services and interactions between libraries and users (Yuli, 2022). Studies on e-book utilization have also consistently shown that e-books are used because of their accessibility, flexibility, time efficiency, and availability as references for supporting assignments and academic writing (Sood et al., 2018; Nasrullah et al., 2019; Aulia et al., 2022). Nevertheless, their use continues to be constrained by login difficulties, network limitations, download restrictions, eye fatigue, limited access to suitable devices, and difficulties in obtaining high-quality and legally accessible e-books. Makdis (2021) further emphasizes that digital promotion and user support are important strategies for increasing e-book utilization. These findings confirm that the success of e-book

services is determined not only by the availability of collections but also by users' experiences and their ability to access and effectively utilize digital resources.

In the IPDN context, previous studies have indicated that digital library services have facilitated information access and encouraged the development of digital reading habits (Idza et al., 2021). However, collection quality, service specifications, feedback mechanisms, and the alignment of services with user needs still require further improvement (Muaidi et al., 2021; Pratala, 2022). These studies, however, have not specifically examined the relationship between cadets' academic needs and the characteristics of e-book collections, particularly in terms of topic relevance, content quality, currency, usefulness, and access barriers. Meanwhile, Wulandari (2023) emphasizes that usage data from journals and e-books should be utilized to support collection development based on users' actual needs. Based on this literature review, the present study addresses this research gap by comprehensively analyzing e-book collection suitability through four dimensions: topic relevance to academic needs, content quality and currency, collection usefulness, and users' experiences and barriers in accessing e-books.

The principal theoretical framework employed in this study is Person–Environment Fit (PE Fit). This theory emphasizes the importance of congruence between individual characteristics and environmental characteristics (Caplan, 1987). Such congruence can be examined through needs–supplies fit, which refers to the compatibility between individuals' needs and the resources supplied by the environment, and demands–abilities fit, which refers to the compatibility between environmental demands and individuals' abilities (Caplan, 1987; Choi, 2004). In this study, needs–supplies fit is used to examine the extent to which the e-book collection satisfies cadets' academic reference needs, including topic relevance, content quality, and information currency. Meanwhile, demands–abilities fit is used to assess the compatibility between the demands associated with using digital platforms and users' ability to access, search for, and utilize e-books.

Based on this framework, e-book collection suitability is understood as the result of the alignment between users' academic needs and the characteristics of digital collections and library services. The analysis operationalizes e-book collection suitability into components of relevance, quality and currency, usefulness, and users' experiences and barriers (Adriasyah, 2023). E-books are understood as reading materials in digital format that can be accessed through electronic devices (Wexelbaum, 2015, as cited in Suriani, 2021), whereas a digital library refers to a library in which most information resources are available in machine-readable formats and can be accessed using computers (Kresh, 2007). Therefore, e-book collection development should not be oriented solely toward increasing the number of titles. It must also take into account relevance, quality, accessibility, user comfort, and users' digital literacy competencies to ensure that digital collections provide meaningful academic value.

RESEARCH METHOD

This study employed a descriptive qualitative approach. A qualitative approach was selected because it is intended to provide an in-depth understanding of phenomena in their natural settings through written or spoken words, observable behavior, and participants' perspectives (Bogdan & Taylor, 1990; Sugiyono, 2005; Creswell, 2012). In this study, the approach was used to examine the suitability of the e-book collection for the academic reference needs of cadets at the IPDN South Sulawesi Campus Library, including topic relevance, content quality and currency, usefulness, access experiences, and barriers to utilizing digital collections.

The study focused on the IPDN South Sulawesi Campus Library as a single research site. The informants consisted of five active cadets from Cohort XXXV enrolled in the Public Policy Study Program and the Economic Development and Community Empowerment Study Program. Informants were selected purposively based on their direct experience in accessing and utilizing e-books through digital library services for academic purposes, including coursework, assignment completion, theoretical exploration, and academic writing. Additional selection criteria included proficiency in using digital devices and digital library platforms, as well as willingness to provide information voluntarily and openly.

The inclusion of five informants was considered adequate because they represented a range of user experiences across two study programs with different academic reference needs. This diversity enabled the comparison of perspectives regarding collection suitability, e-book quality and currency, perceived usefulness, access experiences, and barriers to utilization. Data collection also followed the principle of data saturation, whereby the process was discontinued once the information obtained demonstrated recurring patterns and no longer generated significant new themes. To strengthen the credibility and representativeness of the findings, the study applied source, technique, and time triangulation. This approach ensured that the findings did not merely reflect individual experiences but also captured broader patterns of e-book utilization at the IPDN South Sulawesi Campus Library.

Table 1. Informant Data

No.	Informant Name	Gender	Study Program
1	C. Alif Prayata	Male	Economic Development and Community Empowerment
2	Arinda Firdausi Nuzula	Female	Public Policy
3	Hans Samuel	Male	Public Policy
4	Sasqi Alghany Hendratno	Female	Public Policy
5	Muh. Nur Aghny	Male	Economic Development and Community Empowerment

The research data were collected using three techniques. First, semi-structured interviews were conducted to explore users' experiences, types of reference needs, assessments of the relevance and quality of the collection, the perceived benefits of e-books, and barriers to their use. Second, non-participant observation was carried out to examine the access process, search features, service conditions, and the use of digital devices. Third, documentation was used to collect information related to the e-book collection, digital platforms, and other supporting documents.

Data analysis was conducted through three stages: data reduction, data display, and conclusion drawing and verification (Miles & Huberman, 1992). During the data reduction stage, interview and observation data were classified according to the main research themes. In the data display stage, the findings were organized in the form of narrative descriptions and thematic matrices. The final stage involved identifying patterns, relationships, and meanings emerging from the analyzed data.

The trustworthiness of the data was examined through source, technique, and time triangulation. Source triangulation was conducted by comparing information obtained from several informants. Technique triangulation was performed by comparing the findings from interviews, observations, and documentation. Time triangulation was carried out by collecting data at different times in order to assess the consistency of the information obtained.

RESULT AND DISCUSSION

Relevance of the Collection to Academic Needs

The findings indicate that the e-book collection is perceived as relevant by users because it supports learning activities, assignment completion, theoretical exploration, and academic writing. Users particularly rely on e-books when the required references are unavailable in the printed collection or when rapid access to information is needed.

The relevance of the collection is primarily determined by the extent to which its topics correspond to users' courses and fields of study. Users require literature related to public policy, governance, public administration, economic development, and community empowerment. Collections that are directly related to course content are considered more useful than those that are more general in nature.

Based on the interview findings, the use of e-books was considered relevant to users' reference needs, particularly those associated with their study programs and courses. As Informant I stated:

> *"I use e-books quite frequently to find references for course assignments, particularly on economic development and community empowerment in accordance with my study program. E-books that specifically discuss these topics help me understand the material and complete my assignments. For me, the relevance of the content to the topic I am searching for and to my field of study is the most important aspect."*

Meanwhile, Informant III explained that external sources were used more frequently than the library's e-book collection:

> *"I use printed books quite frequently because the collection meets my needs. Meanwhile, I use e-books as supplementary references, particularly for practicing English to improve my TOEFL score. In my opinion, the relevance of an e-book is determined by whether its content matches my needs."*

Informant IV also described e-books as supplementary references:

> *"I use e-books as supplementary references, but I usually do not rely solely on the library collection. I more frequently search for additional references through Google Scholar and Z-Library because they provide a wider range of sources that match the topic I am looking for. For me, the most important thing is that the topic is relevant to my needs. I usually search for several sources at the same time so that I can compare their discussions. Therefore, it is not only the title that must be relevant; the content of the e-book must also genuinely discuss the topic I am looking for."*

A similar view was expressed by Informant V:

> *"I use several types of sources when searching for references. I usually look for e-books and e-journals through Google Scholar, but I also use printed books available in the library. I combine these sources depending on the needs of my assignments or research. In my opinion, a relevant e-book is one that corresponds to the needs of the assignment or research. I consider the suitability of the topic, the content of the discussion, and whether the source can actually be used as a reference."*

In contrast to the previous four informants, Informant II stated:

> *"For reference needs, I do not use the books available in the library very often because, in my opinion, some of the available books are relatively old and may not necessarily match my needs. I more frequently search for references through Google Scholar to obtain more recent articles or sources on public policy. In addition, I also purchase books myself when I consider them important for supporting my studies. In my opinion, a relevant e-book is one that corresponds to the needs of the assignment or research. I consider the suitability of the topic, the content of the discussion, and whether the source can be used as a reference."*

These findings demonstrate that the quantity of a collection is not the only indicator of successful collection development. A large collection that does not correspond to users' needs may still have limited practical value. From the perspective of *needs–supplies fit*, alignment is achieved when the available information resources are capable of meeting users' academic needs.

Table 2. Relevance of the Collection to Academic Needs

Informant	Perceived Relevance of E-books
I	E-books are considered relevant because they correspond to topics related to economic development and community empowerment, help improve understanding of course materials, and serve as references for assignments.
II	E-books are considered relevant when they address public policy topics, contain up-to-date information, and provide in-depth discussion. The informant more frequently uses Google Scholar and purchases books independently.
III	E-books are used as supplementary references, particularly for English-language practice and improving TOEFL scores.
IV	E-books are considered relevant as supplementary references; however, the informant more frequently searches for other sources through Google Scholar and Z-Library because they provide a wider range of materials that are more closely aligned with the required topics.
V	The informant combines e-books and e-journals obtained through Google Scholar with printed books available in the library according to the needs of assignments or research.

Quality and Currency of the Collection

Users assessed the quality of e-books based on the credibility of the authors, the reputation of the publishers, the depth of discussion, the completeness of references, and the clarity of bibliographic information. Collections written by academics or published by reputable institutions were considered more acceptable as academic references.

As stated by Informant I:

> *"I usually assess an e-book based on the author's expertise and the clarity of the publisher. If the author is an expert in the field and the publisher is clearly identified, I am more confident in using it. Currency is also important, especially when searching for data or theories related to economic development. If the source is too old, I look for more recent sources for comparison."*

In contrast, Informant II stated:

> *"I usually look at the author, publisher, year of publication, and, if available, the references or citations used. I prefer sources with a clear origin that can be academically justified. For me, this is very important. That is also why I more frequently search for references through Google Scholar. I need up-to-date references because public policy is constantly developing. I have chosen not to use books that were too old because the information was no longer consistent with current conditions."*

Meanwhile, Informant III explained:

> *"I look at the identity of the author and the publisher. If the source is unclear, I usually do not use it. I think currency is important, but not all references have to be recent. Older books can still be used for basic theories. However, for policy developments or current issues, I prefer more recent sources."*

Informant IV further stated:

> *"I assess an e-book based on the author and the origin of the source. If the source is unclear, I only use it as reading material rather than as a primary reference. Currency is also important, particularly for public policy, which continues to evolve. Therefore, I prefer more recent sources and look for additional references when the available sources are outdated."*

Informant V stated:

> *"I assess an e-book based on the author, publisher, year of publication, and the content of the book. If the source comes from a trusted author or publisher, I am more confident in using it. The year of publication is important, particularly for e-books and e-journals. I prefer recent sources for topics related to current developments, although older sources can still be used to understand basic theories."*

Based on the interview findings, users evaluated e-book quality according to the credibility of the authors, the reputation of the publishers, the depth of discussion, the completeness of references, and the clarity of bibliographic information. All five informants emphasized that an e-book is suitable for use as an academic reference when it is written by a competent author and published by a reputable publisher. Currency was also considered an important criterion, particularly for topics related to public policy, economic development, technology, and public administration. Recent e-books were considered more useful for understanding contemporary issues, whereas older books remained relevant for basic theories and classical concepts.

From the perspective of *Person–Environment Fit*, these conditions reflect the degree of alignment between users' need for credible and up-to-date information resources and the availability of suitable e-book collections. However, collections that are not regularly updated may create a mismatch with users' information needs. Therefore, libraries need to maintain a balance between classic and current collections through collection development policies that are responsive to curriculum requirements and users' academic needs.

Table 3. Quality and Currency of E-Books According to Informants

Informant	Assessment of E-Book Quality	Assessment of E-Book Currency
I	Assesses the author, publisher, and clarity of the source; places greater trust in e-books written by experts and issued by clearly identified publishers.	Currency is considered fairly important, particularly for data and theories related to economic development; older sources are compared with more recent ones.
II	Considers the author, publisher, year of publication, and presence of citations; prefers sources with clear origins and academic accountability.	Currency is highly important for public policy topics; avoids overly old books because their information may no longer reflect current conditions.
III	Considers the identity of the author and publisher and avoids using sources whose origins are unclear.	Currency is important but not absolute; older books remain useful for basic theories, while recent sources are preferred for current issues and policy developments.
IV	Evaluates the author and the origin of the source; unclear sources are used only as reading materials rather than as primary references.	Currency is fairly important; for continuously evolving public policy topics, more recent sources are preferred, while older sources are supplemented with newer references.
V	Considers the author, publisher, year of publication, and content; shows greater confidence in sources produced by reputable authors or publishers.	The year of publication is particularly important for e-books and e-journals; recent sources are preferred for contemporary developments, while older sources remain suitable for basic theories.

Benefits of the E-Book Collection

The e-book collection provides several benefits for users. First, e-books can be accessed flexibly through computers, laptops, tablets, or smartphones. Second, users can save time because they do not need to visit the library in person to obtain reading materials. Third, search features allow users to locate specific terms or sections more quickly. Fourth, e-books can serve as alternatives when printed books are unavailable or when the number of physical copies is limited.

These benefits strengthen the role of the library as a learning resource center capable of providing continuous access to information. In the IPDN context, e-books also support educational activities that require access to references in governance, public policy, and development studies.

As stated by Informant I:

> *"The greatest benefit of e-books for me is that they make it easier to find references for course assignments and can be accessed more practically. I suggest that the e-book collection should be expanded according to each study program. More books on economic development, management, community empowerment, and even novels should be added*."

Similarly, Informant II stated:

> *"The benefit of e-books is that they make it easier for me to find references without always having to visit the library. My suggestion is to increase the number of books, especially on public policy. Given the rapid developments in this field, up-to-date references are needed."*

Informant III expressed a slightly different view:

> *"The greatest benefit of e-books is flexibility. I can study anytime and anywhere. My suggestion is to provide a more diverse collection of English-language books because cadets are now also required to take the TOEFL test, which can be quite difficult for those who do not yet have a strong understanding of English*."

Informant IV further explained:

> *"The greatest benefit is being able to obtain a wider and more diverse range of references. I suggest that Digilib Praja add a more complete collection of recent e-books that are relevant to developments in government studies. In addition, the access system and application interface need to be improved so that they are faster, more comfortable to use, and easily accessible across different devices."*

Informant V stated:

> *"The benefit of e-books is that they make it easier for me to obtain references quickly. However, printed books are still important. The collection needs to be expanded, particularly with books on economic development and community empowerment that are relevant to my study program."*

Based on the interview findings, the e-book collection benefits users in terms of access flexibility, time efficiency, ease of information retrieval, and the variety of references that can be accessed through digital devices without requiring users to visit the library physically. From the perspective of *Person–Environment Fit*, these benefits reflect *needs–supplies fit*, namely the alignment between users' needs for rapid, flexible, and diverse access to information and the e-book services provided. However, these benefits have not yet been fully optimized due to limitations in collections relevant to specific study programs, uneven content currency, and the quality of the digital access system.

Users' needs include resources on economic development, community empowerment, public policy, and English-language learning, as well as faster and more user-friendly applications. This indicates a partial mismatch between users' academic needs and the availability of relevant collections and services. Therefore, the library needs to develop its collection based on curriculum requirements and user needs, regularly update digital resources, optimize digital access, and strengthen digital and information literacy through promotion, platform orientation, information-search training, and user assistance so that e-books can be used more effectively as academic references.

Table 4. Benefits of E-Book Use

Informant	Main Perceived Benefits
I	Facilitates the learning process and makes searching for assignment references more efficient and faster.
II	Provides additional references for completing assignments.
III	Provides ideas, a wider range of references, and opportunities to expand vocabulary through English-language e-books.
IV	Facilitates learning and assignment completion and helps users find supporting theories from various sources.

Informant	Main Perceived Benefits
V	Makes it easier to search for references and move between different e-books according to the needs of assignments and research.

User Experience in Utilizing E-Books

Users' experiences in utilizing e-books are influenced by ease of searching, access procedures, platform interface, network quality, and reading comfort. Users tend to perceive the service positively when collections can be located quickly and accessed without complicated procedures. Conversely, the user experience becomes less satisfactory when difficulties arise during registration, account activation, login, or collection searching. Network constraints may also hinder access, particularly when e-books can only be read online or require a stable internet connection.

In addition, the type of device used influences users' experiences in utilizing e-books. Reading through a smartphone is practical; however, the relatively small screen may cause discomfort, particularly during prolonged reading sessions. Therefore, some users prefer laptops or tablets for reading e-books.

As stated by Informant I:

> *"Access is quite easy as long as the internet connection is good. Searching for books is faster, e-books can be accessed at any time, and there is no need to carry physical books. However, reading can sometimes be difficult when opening e-books on a smartphone because the screen is small."*

Informant II expressed a different experience:

> *"In my opinion, accessing information through the internet is easier because we can search for many sources at the same time. However, the problem is that not all sources can be accessed in full or free of charge. Because of this, I sometimes choose to purchase books myself."*

Similarly, Informants III and IV described their experiences as follows:

> *"Using e-books is quite practical, particularly e-books for improving English skills. I can read them anytime. The difficulty arises when the file is too large or the format is not comfortable to read. Personally, I still use printed books quite frequently."*

Informant V further stated:

> *"I do not experience significant difficulties when accessing, searching for, and reading e-books because the interface is easy to understand. E-books are helpful because they are easier to carry and search. I can use several sources at the same time. The limitation is that sometimes I find a suitable source, but access to it is restricted."*

Based on the interview findings, users' experiences in utilizing e-books were generally positive, particularly in terms of ease of access, search speed, and the flexibility of reading without carrying physical books. From the perspective of Person–Environment Fit, this reflects the compatibility between users' abilities and the demands of digital library services (demands–

abilities fit), supported by a simple interface, straightforward access procedures, and effective search features. However, unstable network connections, large file sizes, inconvenient formats, restricted access, and the small screen size of smartphones may hinder effective e-book utilization.

These constraints indicate a mismatch between the demands of the digital environment and users' conditions, which may reduce the intensity of e-book use and encourage users to shift toward printed books or alternative information sources. Therefore, the library should improve the quality and stability of digital access, simplify usage procedures, optimize reading formats, expand access to digital resources, and strengthen users' digital and information literacy. Thus, the fit between users and the library environment is determined not only by the content of the collection but also by the usability and accessibility of digital services.

Table 5. Users' Experiences in Utilizing E-Books

Informant	Experience in Utilizing E-Books
I	Access is relatively easy when the internet connection is stable; book searches are faster; e-books can be accessed at any time without carrying physical books. However, reading on a smartphone is less comfortable because of the small screen size.
II	Internet-based access is easier and provides access to multiple sources simultaneously. However, not all sources are fully accessible or free of charge, which sometimes leads the informant to purchase books independently.
III	E-books are considered practical, particularly for learning English, and can be read at any time. However, large file sizes and inconvenient formats can hinder reading, and the informant still relies more heavily on printed books.
IV	The e-book interface is easy to understand, and e-books are convenient because they are easier to carry and search. Multiple sources can be used simultaneously; however, some relevant sources have restricted access.
V	The informant experiences no significant difficulties in accessing, searching for, or reading e-books. The interface is easy to understand, and e-books are convenient to carry and search. No major obstacles have been encountered.

The findings indicate that e-book utilization is still constrained by several factors, including the limited availability of relevant titles, uneven collection currency, unstable internet connectivity, discomfort when reading on certain devices, limited promotion of digital services, insufficient understanding of account activation procedures, and limited skills in searching for and evaluating digital information. Therefore, digital collection development should include the acquisition of more relevant and up-to-date titles, improvement of metadata quality and service accessibility, enhancement of network infrastructure, optimization of service promotion, and strengthening of users' digital literacy so that e-book collections can be utilized effectively in accordance with their information needs.

The findings also have several practical implications for the IPDN South Sulawesi Campus Library. E-book acquisition should be aligned with the curriculum, syllabi, course requirements, and academic fields of the cadets. The library should also periodically evaluate collection use through borrowing data, access statistics, title requests, and user feedback. In addition, the collection should be supported by adequate metadata, including title, author, publisher, year of publication, subject, keywords, and access links, to facilitate information retrieval. The library should also strengthen promotion through social media, institutional websites, cadet orientation programs, and information literacy activities. Simple user guides

should be provided, covering account creation, searching, reading, downloading where permitted, and proper academic citation. Furthermore, cooperation with digital service providers should be regularly evaluated to ensure accessibility, platform stability, and the sustainability of the collection.

CONCLUSION

This study concludes that the e-book collections used by users at the IPDN South Sulawesi Campus Library are generally suitable and beneficial as supplementary references for understanding course materials, locating theoretical sources, completing assignments, and preparing academic papers. Collection suitability is determined by topic relevance, source credibility, depth of content, completeness of bibliographic information, and information currency. However, the level of suitability has not yet been fully optimized due to the limited availability of specific titles, uneven collection currency, network and device constraints, and insufficient promotion and user assistance. Based on the Person–Environment Fit framework, this study emphasizes the importance of aligning users' information needs with collection quality and the accessibility of digital services. These findings can serve as a basis for evaluating e-book acquisition and updating policies according to academic needs.

This study is limited to five cadets from two study programs and focuses primarily on users' perceptions and experiences. Therefore, the findings cannot be generalized to all IPDN users or used to describe the quantitative level of e-book utilization. Future studies may involve more diverse informants, including lecturers and librarians, and combine qualitative and quantitative approaches to obtain a more comprehensive understanding of the suitability and utilization of e-book collections.

SUGGESTION

The IPDN South Sulawesi Campus Library is recommended to formulate an e-book collection development policy based on user needs, curriculum requirements, and course content within the Public Policy Study Program and the Economic Development and Community Empowerment Study Program. Priority should be given to topics such as public policy, governance, public administration, economic development, and community empowerment. Collection evaluation should be conducted periodically using access statistics, digital borrowing data, title requests, and user feedback to determine which resources need to be added, updated, or discontinued. In addition, metadata quality and search functionality should be improved to make e-books easier to locate.

The library should also strengthen the promotion and facilitation of digital services through cadet orientation, digital literacy training, platform user guides, social media, and the official institutional website. Improvements are also needed in internet stability, platform quality, and the ease of registration and account activation. Future research is recommended to involve more diverse participants, including lecturers, librarians, and cadets from other study programs, and to employ a mixed-methods approach to assess collection suitability and utilization levels more comprehensively.

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