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# Book Archive Management In FEBI Reading Room at UIN Kiai Haji Achmad Siddiq Jember

**[1]Hersa Farida Qoriani*, [1]Niarifeen Salaeh, [1]Faiz Romuelee, [1]Hafit Chelae**
[1]Universitas Islam Negeri Kiai Haji Achmad Siddiq, Indonesia
*Corresponding author
E-mail: hersafaridaqoriani@uinkhas.ac.id

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**Abstract**

**Purpose:** This community service aims to optimize book archive management in the FEBI Reading Room at UIN KHAS Jember, transitioning it from a semi-manual system to a more structured approach.

**Method:** This study employed a descriptive qualitative approach utilizing in-depth interviews, observations, and documentation to identify operational obstacles and design targeted interventions.

**Practical Applications:** Implementing book recategorization, digital inventory compilation, and structured borrowing records provides a practical foundation for the reading room to evolve towards an integrated digital Management Information System (SIM), enhancing retrieval speed and accuracy.

**Conclusion:** The program successfully improved archive management efficiency and reduced recording errors. Sustaining these improvements requires continuous commitment and faculty support to develop a permanent, fully digital archiving system.

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## Introduction

In supporting the Tri Dharma of higher education—encompassing education, research, and community service—the existence of a reading room serves as a vital center for providing academic references, scientific works, book collections, and administrative documentation. A well-managed reading room not only facilitates access to knowledge but also strengthens the academic ecosystem within a faculty. The Reading Room of the Faculty of Islamic Economics and Business (FEBI) at UIN Kiai Haji Achmad Siddiq (KHAS) Jember represents one such academic support unit that plays a strategic role in advancing the Tri Dharma agenda.

Despite its strategic role, the FEBI Reading Room has faced persistent operational challenges, particularly in the conventional management of book archives. Issues such as time-consuming book retrieval processes, misplacement of collections, and irregular file inventories have hindered the efficiency of academic services. These obstacles not only affect the administrators but also reduce the comfort and satisfaction of the academic community in accessing references.

An archive, as defined in Law Number 43 of 2009 concerning Archives, is a record of activities or events in various forms and media created and received by an institution, organization, or individual in the execution of community, national, and state life (Republic of Indonesia, 2009). In the context of a reading room or library, book archives encompass all library collections—ranging from textbooks and scientific works to reference documents—that must be systematically managed to facilitate easy retrieval, borrowing, and returning by users.

Archive management, on the other hand, refers to the systematic control of archives, spanning from creation, use, and maintenance to disposal, to ensure that archives are managed effectively and efficiently (Sutarno, 2006). In the academic setting, proper archive management is essential to maintain the integrity, accessibility, and sustainability of library collections, which directly support teaching, learning, and research activities.

A faculty reading room or library functions as an academic support unit that provides information sources, references, and library materials for the academic community. Sulistyo-Basuki (2003) explains that university libraries serve educational, informative, research, and recreational functions that support the implementation of the Tri Dharma of Higher Education. Therefore, proper book archive management becomes a determining factor in the success of these functions.

Furthermore, Amsyah (2003) asserts that implementing a good archiving system can improve work efficiency, reduce the risk of document loss, and facilitate the information retrieval process (retrieval). In the context of a reading room, an effective archive management system enables administrators to organize collections systematically, monitor book availability in real time, and provide faster services to users.

Despite the critical role of archive management, various challenges persist in the conventional management of book archives in practice. These challenges include slow book retrieval due to unsystematic collection arrangement, the risk of duplicate or lost records from manual recording, inventory inaccuracies regarding the number and condition of book collections, limited human resources with expertise in classification and cataloging systems, and minimal utilization of digital technology to support circulation services (Sugiarto & Wahyono, 2015).

To address these challenges, the implementation of a digital-based Management Information System (MIS) for archives presents an appropriate and timely solution. A digital-based MIS is a system designed to manage archive data in a computerized manner, covering recording, categorization, retrieval, and reporting of archive data quickly and accurately. Digitalization of book archives in a reading room can be carried out through the creation of a collection database (a simple digital catalog), the assignment of classification codes to each book, and the electronic recording of borrowing history, thereby making the search and monitoring processes faster compared to manual recording systems.

Several optimization strategies can be applied to improve the effectiveness of book archive management in reading rooms. These include rearranging book collections based on a consistent classification system (e.g., by field-of-study categories), creating a simple digital database for recording titles, codes, and book availability status, implementing well-documented borrowing and returning procedures, providing training and mentoring for reading room administrators in the use of digital recording systems, and conducting periodic maintenance of the physical condition of book collections to ensure they remain in good and usable condition.

Based on the rationale above, this Field Work Practice (Praktik Pengalaman Lapangan / PPL) community service activity aims to assist in designing, implementing, and providing mentoring for the archive management system in the FEBI Reading Room at UIN KHAS Jember. The projected societal change from this engagement includes improved efficiency in academic services, more systematic and accountable collection governance, and the establishment of an initial foundation for the transformation toward a fully integrated and digital-based archive management system in the future.

**Method**

This community service activity employed a descriptive qualitative approach to comprehensively describe the actual conditions of book archive management in the FEBI Reading Room and to design contextually appropriate interventions. The descriptive qualitative method was selected because it enables researchers to capture real-world phenomena in their natural settings, explore underlying problems, and develop practical solutions through direct engagement with the target community (Creswell & Poth, 2018). This approach is particularly suitable for community service research, where the emphasis is placed on understanding the lived experiences of participants and generating actionable recommendations.

The activity was conducted at the Reading Room of the Faculty of Islamic Economics and Business (FEBI), Universitas Islam Negeri Kiai Haji Achmad Siddiq (UIN KHAS) Jember, over a period of three months during the Field Work Practice (Praktik Pengalaman Lapangan / PPL) program. The subjects of this engagement were the Reading Room administrators, academic staff, and students who regularly utilize the reading room facilities. Purposive sampling was applied to select key informants, namely the head administrator and two assistant librarians, who possessed comprehensive knowledge of the archive management system and were directly involved in daily operational activities.

Data collection was carried out through three complementary techniques to ensure the depth and breadth of information gathered. The first technique was non-participant observation, which involved systematic and direct monitoring of the book archive management process in the FEBI Reading Room. Observations focused on several key aspects, including the arrangement of book collections on shelves, the classification system applied, the procedures for borrowing and returning books, and the overall condition of the reading room infrastructure. Field notes and checklists were used as instruments to record findings consistently throughout the observation period.

The second technique was in-depth semi-structured interviews, conducted with the Reading Room administrators and relevant stakeholders. The interview guide was developed based on the main themes of archive management challenges, operational needs, and expectations for improvement. The interviews were conducted in a conversational manner to allow participants to express their experiences, perceptions, and suggestions freely. Each interview session lasted approximately 45–60 minutes and was audio-recorded with the participants' prior consent to ensure accuracy in data transcription and analysis.

The third technique was documentation, which involved the systematic collection of secondary data and visual evidence to support the findings from observation and interviews. Documentation included photographs of the reading room conditions before and after intervention, copies of borrowing and returning record forms, inventory lists, classification codes, and other relevant administrative documents. These documents served as supplementary evidence to validate the primary data and provide a comprehensive picture of the archive management practices.

The implementation of the community service program was carried out through a structured procedural design consisting of four sequential stages: (1) Preparation, which included coordination with the FEBI leadership, obtaining research permits, and conducting a preliminary needs assessment; (2) Diagnosis, which involved in-depth analysis of the existing archive management system to identify specific problems and constraints; (3) Action, which encompassed the implementation of interventions such as book recategorization, inventory compilation, label assignment, and mentoring for administrators; and (4) Evaluation, which aimed to assess the effectiveness of the interventions and gather feedback from participants for future improvements. Potential risks, such as resistance to change or data loss during transition, were anticipated and mitigated through continuous communication and collaborative decision-making with the administrators.

Data analysis was conducted using the interactive model proposed by Miles, Huberman, and Saldaña (2014), which consists of three concurrent flows of activity: data condensation, data display, and conclusion drawing/verification. Data condensation involved selecting, focusing, simplifying, and abstracting the raw data obtained from field notes, interview transcripts, and documents. Data display was carried out by organizing the condensed data into narrative texts, classification tables, and visual diagrams to facilitate pattern recognition. Finally, conclusion drawing and verification were performed by interpreting the displayed data, identifying recurring themes, and cross-checking findings with the research objectives to ensure the validity and reliability of the conclusions.

To ensure the trustworthiness of the data, methodological triangulation was applied by cross-verifying information obtained from different sources (administrators, students, and documents) and different methods (observation, interviews, and documentation). This triangulation process enabled the researchers to confirm the consistency of findings and minimize potential biases. Additionally, member checking was conducted by returning the preliminary findings to the participants for verification and feedback, thereby enhancing the credibility and accuracy of the results.

Ethical considerations were strictly upheld throughout the entire research process. Prior to data collection, informed consent was obtained from all participants, ensuring that they fully understood the purpose of the study, their role in it, and their right to withdraw at any time without consequence. Confidentiality was maintained by anonymizing sensitive information and storing all data securely. The researchers also ensured that the interventions implemented did not disrupt the normal operations of the Reading Room and that all activities were conducted in a manner that respected the values, norms, and policies of the institution.

**Result**

Based on the initial observation conducted at the FEBI Reading Room of UIN KHAS Jember, the book archive management system was still operating in a semi-manual manner. Several operational constraints were identified during the diagnostic phase. First, the arrangement of books on the shelves was not yet fully based on consistent field-of-study categories, making it difficult for users to locate specific references. Second, the recording of book borrowing and returning processes was still conducted manually using paper-based logbooks, which was prone to human errors such as duplicate entries, missing records, and illegible handwriting. Third, there was no digital database available that contained complete information regarding book titles, classification codes, number of copies, and the availability

status of each collection. Fourth, the book retrieval process required a relatively long time, averaging approximately 10–15 minutes per search, which reduced the satisfaction level of the academic community.

To address the aforementioned constraints, the PPL (Field Work Practice) team, in collaboration with the FEBI Reading Room administrators, designed and implemented a structured archive management improvement program. The implementation was carried out in four sequential stages over a period of three months. The first stage was the recategorization of book collections, in which approximately 1,250 book titles were reorganized into four main categories: Islamic economics, management, accounting, and general references. The second stage was the compilation of a simple collection inventory, in which a recapitulation list was created using a spreadsheet-based format containing information on book titles, classification codes, number of copies, and physical conditions. The third stage was the labeling and classification process, in which each book was given a color-coded label and a classification code based on its field of study, making it easier to identify and return to the correct shelf. The fourth stage was the mentoring of administrators in using a more structured borrowing record form, which served as an initial step toward digitalization.

The implementation of the program produced several tangible outputs that can be measured quantitatively. A total of 1,250 book titles were successfully recategorized and rearranged on the shelves according to a consistent classification system. A collection inventory list comprising 1,250 entries was compiled and stored in a digital spreadsheet format, making it easier to monitor and update. A total of 1,250 color-coded labels and classification codes were produced and affixed to each book. In addition, a standardized borrowing and returning record form was designed and implemented, replacing the previous unstructured logbook. The program also produced a set of mentoring modules for Reading Room administrators, which can be used as a reference for future training activities.

The implementation of the archive management improvement program had a positive impact on the academic community, particularly the students and lecturers of FEBI who regularly use the Reading Room. Based on informal feedback collected through interviews with 15 users (10 students and 5 lecturers), the majority reported that the book retrieval process had become significantly faster, with an average search time reduced to approximately 3–5 minutes. Users also expressed greater satisfaction with the neater and more organized appearance of the shelves, which made it easier to browse the available collections. Furthermore, the administrators reported a reduction in recording errors, as the new borrowing record form provided clearer guidance on how to document each transaction properly.

The effectiveness of the program was evaluated through direct observation and feedback from the Reading Room administrators. The results indicated that the recategorization and labeling system significantly improved the efficiency of the book retrieval process, as both administrators and users could quickly identify the location of each book based on its color-coded label. The inventory list also enabled the administrators to monitor the availability of each collection in real time, reducing the occurrence of "missing book" complaints. The mentoring sessions were well-received by the administrators, who expressed a better understanding of the importance of consistency in archive recording and the potential benefits of transitioning to a fully digital system in the future.

**Discussion**

The implementation of the Field Work Practice (PPL) program at the FEBI Reading Room of UIN KHAS Jember has yielded significant achievements in transforming the book archive management system from a semi-manual approach to a more structured and systematic one. The primary objective of this community service—to improve the efficiency of academic services and book collection governance—has been substantially met, as evidenced by the successful recategorization of 1,250 book titles, the compilation of a

comprehensive digital inventory, and the implementation of a standardized borrowing record system. These tangible outputs have directly addressed the initial operational constraints identified during the diagnostic phase, particularly the time-consuming book retrieval process and the error-prone manual recording system.

The social impact of this program is evident in the improved experience of the academic community, particularly students and lecturers who regularly utilize the FEBI Reading Room. Based on feedback collected from 15 users, the average book retrieval time was reduced from approximately 10–15 minutes to 3–5 minutes, representing a 60–70% improvement in service efficiency. This finding aligns with Amsyah's (2003) assertion that a well-implemented archiving system can significantly enhance work efficiency and facilitate the information retrieval process. Furthermore, the neater and more organized appearance of the shelves has increased user satisfaction and comfort, which indirectly supports the smooth execution of the Tri Dharma of Higher Education by providing better access to academic references.

The transformation observed in this program is consistent with the broader discourse on digital transformation in academic libraries. Sulistyo-Basuki (2003) emphasizes that university libraries must fulfill educational, informative, research, and recreational functions, all of which depend on effective archive management. The recategorization and labeling system implemented in this program serve as a practical manifestation of these functions, enabling users to browse collections more intuitively and administrators to monitor availability more accurately. Similarly, Sugiarto and Wahyono (2015) argue that the transition from conventional to computer-based archive management is essential in the modern era, and the simple digital inventory compiled in this program represents an initial but meaningful step in that direction.

When compared with similar community service initiatives in other academic institutions, this program demonstrates both similarities and unique contributions. For instance, several studies on library digitization in Indonesian higher education have highlighted the importance of stakeholder collaboration and incremental digitalization approaches (e.g., starting with simple spreadsheet-based systems before moving to full-fledged applications). The FEBI Reading Room program follows a similar trajectory, prioritizing foundational improvements—such as physical recategorization and basic digital recording—before advancing to more complex digital systems. This incremental approach is particularly suitable for institutions with limited technological infrastructure and human resources, as it minimizes resistance to change and allows for gradual capacity building among administrators.

Despite the positive outcomes, several limitations and challenges were encountered during the implementation of this program. First, the digitalization effort is currently limited to a simple spreadsheet-based inventory and has not yet evolved into a fully integrated web- or cloud-based Management Information System (MIS). This limitation means that real-time monitoring and remote access to the database are not yet possible. Second, the sustainability of the system depends heavily on the administrators' commitment to regularly update the data and maintain the physical arrangement of the collections. Without continuous monitoring, there is a risk that the system could revert to its previous unsystematic state over time. Third, the human resources available at the FEBI Reading Room are still limited in terms of expertise in advanced classification and cataloging systems, which may hinder further development of the archive management system.

To address these limitations, several mitigation strategies have been proposed and partially implemented. First, the mentoring sessions provided to the administrators during the PPL program were designed not only to transfer technical skills but also to instill a sense of ownership and responsibility for the sustainability of the system. Second, a set of mentoring modules was developed and handed over to the FEBI leadership, which can be used as a reference for future training activities. Third, the program has laid the groundwork for future collaboration between the university and external partners (e.g., IT departments or software developers) to develop a more permanent and integrated digital archiving system. These strategies aim to ensure that the improvements achieved during the PPL program are not

merely temporary but can be sustained and built upon in the long term.

The potential for replication of this program in other academic contexts is considerable. The incremental approach adopted in this program—starting with physical recategorization, followed by simple digital recording, and eventually moving toward a fully integrated MIS—can serve as a model for other faculty reading rooms or libraries facing similar challenges. The key lessons learned from this program include the importance of (1) conducting a thorough needs assessment before designing interventions, (2) involving stakeholders (administrators, users, and institutional leadership) throughout the implementation process, (3) prioritizing foundational improvements before advancing to more complex technological solutions, and (4) providing continuous mentoring and support to ensure sustainability. These lessons can be applied to other community service initiatives in the field of academic library management and archive governance.

The specific contribution of this community service program lies in its holistic approach, which combines physical reorganization, digital innovation, and human capacity building. Unlike programs that focus solely on technological solutions without addressing the underlying organizational and behavioral factors, this program recognizes that effective archive management requires a synergy between systematic processes, appropriate technology, and skilled human resources. By addressing all three dimensions, the program has not only improved the operational efficiency of the FEBI Reading Room but also empowered the administrators and users to take an active role in maintaining and further developing the system. This holistic approach represents a valuable contribution to the broader literature on community service in higher education, particularly in the context of academic library management in developing countries.

## Conclusion

This community service activity aimed to address the operational challenges of book archive management in the FEBI Reading Room at UIN KHAS Jember, which had previously been conducted in a semi-manual and unsystematic manner. Through the Field Work Practice (PPL) program, a structured intervention was implemented, encompassing book recategorization based on field-of-study classifications, the compilation of a digital inventory list, the assignment of color-coded labels, and the mentoring of administrators in using a more orderly borrowing record system. The program successfully transformed the archive management system from a conventional and error-prone approach into a more structured and semi-digital one, thereby improving the efficiency and quality of academic services.

The main findings of this program indicate that the recategorization of approximately 1,250 book titles into four major categories (Islamic economics, management, accounting, and general references), combined with the implementation of a spreadsheet-based inventory and standardized borrowing records, significantly reduced the book retrieval time from 10–15 minutes to 3–5 minutes per search. This improvement not only enhanced the satisfaction of the academic community but also strengthened the governance of library collections in supporting the Tri Dharma of Higher Education. The program's unique contribution lies in its holistic approach, which integrates physical reorganization, simple digital innovation, and human capacity building, demonstrating that incremental digitalization can be an effective strategy for institutions with limited technological infrastructure.

The practical implications of this study are considerable, as the model developed can be applied in other faculty reading rooms or academic libraries facing similar challenges. The standardized borrowing record form, inventory template, and mentoring module produced during this program can serve as replicable tools for other community service initiatives in the field of academic library management. Furthermore, the program has empowered the Reading Room administrators with a better understanding of archive management principles, laying the groundwork for future digital transformation.

Despite these positive outcomes, several limitations of this study should be acknowledged. First, the digitalization effort remains at the level of a simple spreadsheet-based system and has not yet evolved into a fully integrated web- or cloud-based Management Information System (MIS). Second, the long-term sustainability of the system depends heavily on the administrators' commitment to regularly update data and maintain the physical arrangement of collections. Third, the human resources at the FEBI Reading Room are still limited in terms of advanced expertise in classification and cataloging systems, which may constrain further development. These limitations highlight the need for continuous support from the faculty and collaboration with external partners, such as IT departments or software developers, to advance the system to a more sophisticated level.

Based on these findings, several recommendations are proposed for future improvement. First, the FEBI Reading Room administrators should consider developing a permanent digital-based Archive MIS, such as a centralized application or an integrated spreadsheet system, to ensure more accurate and accessible recording of collections and borrowing transactions. Second, regular data updates should be conducted to maintain the accuracy of information regarding the number and availability status of books. Third, advanced training for administrators on classification and cataloging systems is necessary to ensure the consistency of collection arrangement. Fourth, the faculty should provide support in terms of facilities and infrastructure, including computer equipment and recording applications, to sustain the archive management system that has been initiated. Finally, future PPL students are encouraged to continue and expand upon the digital recording system that has been pioneered, so that book archive management in the FEBI Reading Room becomes increasingly optimal and integrated.

In conclusion, this community service program has demonstrated that a well-structured and incremental approach to archive management can yield significant improvements in academic service efficiency and collection governance. The value of this research lies in its contribution to the broader discourse on community engagement in higher education, particularly in the context of academic library management in developing countries. By combining practical intervention with capacity building, this program offers a replicable model that can inform future community service initiatives and research in similar settings.

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