

OPTIMIZING THE PROCESSING OF SLIMS 9 BULIAN BASED COLLECTIONS AT THE SIBOLGA CATHOLIC HIGH SCHOOL LIBRARY

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Abstract

School libraries still face problems in implementing library automation systems that end up relying on manual methods and less effective systems. The point is the limited library staff, lack of facilities and infrastructure, and the low digital literacy ability of librarians in processing collections in libraries based on SLiMS 9 Bulian. This study aims to analyze the optimization of collection processing based on SLiMS 9 Bulian at the Sibolga Catholic High School Library. This study uses a qualitative research method with a descriptive approach. The research informants are one library head (librarian) and 2 library staff (non-librarians). Data collection techniques are carried out by observation, interviews and documentation while data analysis is carried out with data reduction stages, data presentation and data conclusion/verification. The results of the study show that the use of SLiMS 9 Bulian in the processing of collections at the Sibolga Catholic High School Library has not been optimal. This is due to the limited competence of librarians and library staff, limited facilities and infrastructure, the use of SLiMS 9 Bulian features is not optimal such as inventory, cataloging and classification as well as completing collections that include labels, slips, book bags. However, the use of SLiMS has been proven to help the process of collecting and retrieving information through OPAC. This study concludes that optimizing collection processing based on SLiMS 9 Bulian requires improving human resource competence, continuous technical assistance, and comprehensive use of features in the SLiMS dashboard so that SLiMS does not only function as a library administration, but as a collection management system that supports the learning process in schools.

Keywords: Collection Processing, School Library, Sibolga Catholic High School Library, SLiMS 9 Bulian



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INTRODUCTION

The development of information technology today has brought a very significant change in human life. This change is not only in the form of office work activities, purchasing activities, or even in the industrial sector, but there are also changes in the world of education through libraries. Education has a vision in educating the life of the nation, one of which is through the school library as an information center and a learning resource for learners, especially in the school environment.

School libraries in supporting the learning process of students and teachers in the development of information technology are certainly a great challenge and opportunity for libraries to provide optimal and effective services both from service transactions, access to information, access to library materials, and support for facilities outside the school. School libraries in the context of digitalization are no longer conventional in terms of collection processing, recording, visit lists, membership, book searches, and matters related to library collection management. However, school libraries must be able to transform by applying digital technology in supporting the library service process and all library management.

The transformation of the application of technology in libraries is not only a form of adjustment to the needs of library administration (Erdita, 2025), the demands of library accreditation, school accreditation, but it has become a whole unit that must be applied by every library in assisting collection management and user experience in the ease of finding information, finally the image of the library and creating the quality of library information services more effectively and efficiently. So that schools with their library units adapt to implement it and schools are able to answer the needs of users.

However, in reality, libraries still face various problems in the implementation of automated systems, especially related to limited manpower, lack of infrastructure, and low digital literacy skills of users. Although the government has tried to strengthen library services in schools through various initiatives, its implementation in the field is still far from what is expected. School libraries should have an interconnected service system, including processing library materials, circulation, cataloging, and providing online services. However, many school libraries still rely on manual methods or less effective systems.

This is corroborated by previous research presented by previous authors on the same topic. The first study stated that the application of SLiMS 9 bulian as a library administration tool that provides convenience to users through the use of the OPAC information retrieval system, but there are still shortcomings both internally (data quality and collection processing, the ability of library managers, internal hardware and networks, system updates that cause SLiMS performance to be less than optimal), and from internal factors (user information needs, development of information technology and access and licensing of digital collections) (Erdita, 2025). The second research is a study that examines the optimization of SLiMS-based library management whose research results show that the application of this software has been optimally implemented and also experiences obstacles in the budget and human resources of managers (Nugrahawati, 2021). The third research suggests that the SLiMS library information system is very helpful to implement (Ibrahim et al., 2023). The fourth research suggests that the use of SLiMS in libraries is very helpful for services (Rouza et al., 2023). The fifth and

sixth research shows that the implementation of this system in libraries has a positive impact and helps the service process (Nagifea et al., 2023); (Hamurdani et al., 2024). The seventh and eighth studies also suggest that the use of SLiMS can simplify the service process in the library and the efficiency of library processing (Andrianto et al., 2025); (Insiani et al., 2025). The ninth research shows that the features in SLiMS are easy to use the service process, however, there are obstacles for library staff and network parts (Septiani & Effendi, 2024). Meanwhile, the tenth study emphasizes more on the comparison of the use of the SLiMS System with the manual system so that it is more optimal (Muhammad Rasyid Ridlo et al., 2023).

Previous studies have emphasized the context of the implementation aspect technically described, but no one has explored the service system, understanding of collection processing, and the optimal and comprehensive use of SLiMS software, as well as prioritizing training and improving the understanding of librarians to improve the performance and quality of library services. In addition, librarians' ability to use the system also experiences differences both socially, task suitability, and understanding of the features of SLiMS itself (Prakoso, 2021).

Seeing this phenomenon, it is necessary to apply information technology in libraries, one of which is by optimizing the library system based on SLiMS (Senayan Library Management System) version 9 Bulian.

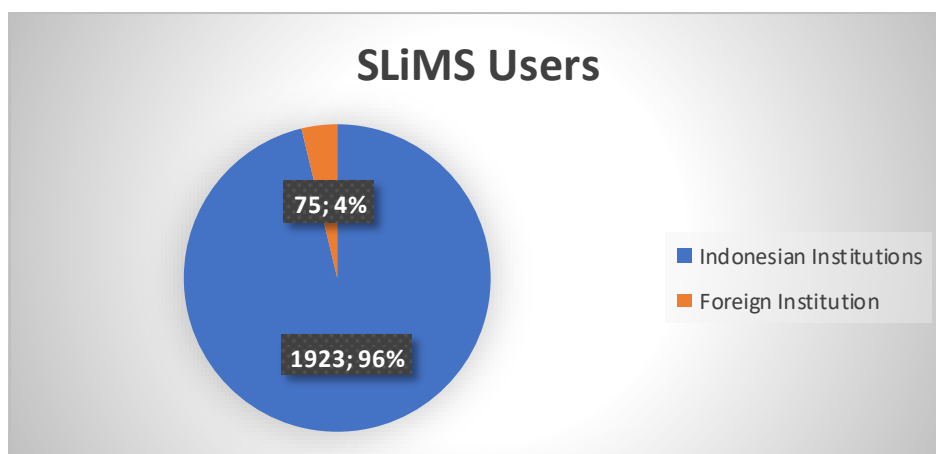


Chart 1. SLiMS User. Source: slims.web.id

Based on statistics published by the Senayan Library Management System as of February 11, 2020, there are 1,923 institutional users in Indonesia while 75 international foreign institutional users (SLiMS, 2020a).

Simply put, Senayan Library Management System (SLiMS) is a web-based open source software used as a library automation system that includes collection management, membership management, circulation management, collection inventory, information retrieval through online catalogs or OPAC, periodic serial management and reporting of library service activities (Ministry of Education and Library, 2018, p. 1); (Nugraha & Wicaksono, 2023).

Based on the results of interviews with library employees, the Sibolga Catholic High School Library has limited access to information for students, the circulation transaction process is not optimal, collection data collection is not structured, the search for library collections still uses master books, and collection processing is not organized with standards. This kind of condition has a great impact on the service and sustainability of the learning process at school for students and teachers. Information retrieval and low library utilization are also very significant impacts and the existence of libraries will also have a bad organizational impact.

The urgency of the research lies in the need for learners in schools to access information. This fulfillment is bridged by the library in maximizing and becoming an information center in

schools. Therefore, this research is very important to be studied in an effort to realize the processing of library collections and has the potential to improve effective and efficient services in the library, especially in the Sibolga Catholic High School Library.

LITERATURE REVIEW

School Library

According to Law number 43 of 2007 concerning libraries in the third chapter of the market 23 paragraphs 3-4, it is explained that a school library is a library that is located within the environment of the educational unit concerned serving students equally and developing library services based on information and communication technology (Central Government, 2007). The school library serves as a place of learning both physically and digitally that is used by readers in searching, researching, thinking, imagination and creativity with the information obtained in the library (IFLA, 2015). The school library is a library forum in serving the information needs of the school community, both students, teachers, and staff with a library collection containing books, magazines, and educational media that suit the needs of the school community (Reitz, 2004).

Based on the school library guidelines initiated by the International Federation of Library Associations and Institutions, the functions of the school library are as follows:

- 1) Dedicated physical and digital spaces in school environments that are open and accessible to everyone;
- 2) An information space that provides open and equal access to quality information resources in a variety of media, including print, multimedia, and curated digital collections;
- 3) A safe space where curiosity, creativity, and orientation to learning are encouraged and supported, and where students can explore a wide range of topics, including controversial topics, with privacy and security;
- 4) Learning spaces where students learn the ability and attitudes to interact with information and create knowledge;
- 5) A technology space that provides a wide range of technology tools, software, and expertise to create, represent, and share knowledge;
- 6) Literacy centers where the school community fosters the development of reading skills and literacy in all its forms;
- 7) Digital citizenship centers where communities learn to use digital tools appropriately, ethically, and safely, and learn strategies to protect identity and personal information;
- 8) An information environment for the entire community through equal access to resources, technology, and information skills development that may not always be available at home; and
- 9) A social space that is open to cultural, professional, and educational activities (e.g. Events, meetings, exhibitions, or resources) for the general public (IFLA, 2015).

So, based on the above understanding, it can be said that a school library is a library in the school education unit that aims to serve the information needs of students, teachers and education personnel in supporting the accessibility of learning and education in schools.

Processing of Library Materials

School libraries have activities in their development, namely procurement, processing, storage, maintenance, preservation and preservation of library materials with the aim of supporting the accessibility of information and service needs in the library. One of these activities is the processing of library materials. This activity is a technical activity carried out by every librarian or library staff in the latest collection or collection that has not been processed before being served to users.

In general, the procedure for processing library materials based on the processing guidelines from the National Library is as follows:

- 1) Reception of library materials. This processing activity starts from the stage of receiving and checking collections with the number and title based on the shipment list.
- 2) Verification of processing. Verification functions to check the results of bibliographic descriptions in the system database, for example in INLIS or in the Main catalog.
- 3) Scarcity. activities to describe bibliographic data of library materials and determine bibliographic entries required for the search of library materials into catalog cards or other bibliographic databases.
- 4) Analytical Analysis. Classification activities in the processing of library materials are also called subject classification.
- 5) Manage bibliographic data. Managing bibliographic data is the activity of inserting and compiling catalog cards into the catalog array according to a set alignment system, or maintaining the validity of existing data in an electronic database system such as updating, backup, indexing/inverting bibliographic data according to a certain system.
- 6) Post-Graduation and Physical Completion. Post-graduation activities or physical completion of library materials include a series of activities to complete library materials with search facilities, especially catalog cards and other library materials.
- 7) Catalog card alignment. Catalog card arraying is the activity of arranging catalog cards in the catalog array according to a certain system

SLiMS (Senayan Library Management System) 9 Bulian

Senayan Library Management System (SLiMS) is an open-source software (*open source*) for the library management system using PHP language and MySQL database and was first used by the Ministry of Education and Culture Library (Ministry of Education and Library, 2018); (SLIMS, 2020b). *Senayan Library Management System* (SLiMS) was created to meet the needs of library automation on a small to large scale with features that continue to be developed and can be used by libraries that have collections, memberships, and service needs that can be accessed both intranet and the internet (SLIMS, 2020b).

Some of the features of SLIMS include Online Public Access Catalog (OPAC), Search mode available for simple (Simple Search) and advanced (Advanced Search), Detail records are also available XML (Extensible Markup Language) format for web service needs, Efficient bibliographic data management minimizes data redundancy, Masterfile management for referential data such as GMD (General Material Designation), Collection Type, Publisher, Authors, Locations, Suppliers, etc., Circulation with features: Loan and return transactions, Collection reservations, Flexible borrowing rules, Late and fine information, Membership management, Stocktaking, Reports and Statistics, Periodical processing, Multimedia document processing (.flv, .mp3) and digital documents. Especially for pdfs in streaming form, Various language formats including languages that do not use writing other than Latin, Provides various languages of instruction (Indonesian, English, Spanish, Arabic, German), Union Catalog Service Module Support, Library Visitor Counter, Member Area to view collections being borrowed by members, System module with features: Global system configuration, Module management, User Management (Library Staff) and groups, Holiday settings, Automatic barcode generation, Utility for backup (Ministry of Education and Library, 2018).

RESEARCH METHOD

This study uses a qualitative research method with a descriptive approach. The qualitative research method is a research method based on the philosophy of postpositivism, used to research on the condition of natural objects, where the researcher is the key instrument, data collection techniques are carried out in a triangulation (combined), data analysis is inductive/qualitative, and qualitative research results emphasize meaning rather than generalization. (Scott, 2019). The researcher uses a description approach in this study, namely to describe in depth the phenomenon related to the research study of library collection processing by applying SLiMS 9 Bulian of Sibolga Catholic High School. The object of this research was carried out at the Sibolga Catholic High School Library. Data collection techniques are carried out by means of observation, in-depth interviews and documentation. Meanwhile, data analysis is carried out with the stages of data reduction, data presentation and data verification (Miles et al., 2014). The informants in this study are the head of the library and library employees. This informant serves as the main source of data in research on the problem under study, namely the optimization of SLiMS in its application in the processing of school library collections.

RESULTS

The results of the research were compiled and analyzed based on indicators of library material processing, namely inventory, cataloging and classification, physical completion which includes labeling and collection wrapping. From this indicator, it comprehensively provides an overview in understanding the use of the Senayan Library Management System (SLiMS) can be more optimal in the processing of collections at the Sibolga Catholic High School Library.

Inventory

Collection inventory or stock taking is one of the activities in the library that aims to record collections before they are processed and served to users. Librarians conduct inventories are also part of the collection database synchronization activity with available collections and on library shelves and aim to find out the number of collections either per title or per copy and the number of collections lost. Based on the results of the researcher's interview with the informant and the head of the library who asked questions related to the use of the inventory feature in the Senayan Library Management System (SLiMS) application, he said that:

"This library already has the SLiMS application and we have also used some of it. We have installed it on the computer and have been launching it for a few months, but once it was installed we were confused because there were features that we might have forgotten how to operate because initially this application we received full time training. As the head of the library and librarian, I actually also understand some of this SLiMS but not all of it. Like the inventory feature, we are still confused about how to start the inventory process, for fear that we will make the wrong backup, maybe we can lose the collection data, finally we will do it using a double folio book as a master book. Currently, we use SLiMS and really help our services to the students here" (Informant 1, Head of the Library).

Based on interviews with informant 1, it shows that inventory activities are still carried out conventionally, even though the library already has SLiMS Software, but the understanding of some SLiMS features is still not optimal. Instead of SLiMS has been implemented in the library, but library staff are still unable to operate SLiMS. This was conveyed by a Library Employee with a background as an Economics Teacher and an Indonesian Language Teacher.

"First, we are not librarians, but I am from an economics teacher background who was placed here to help with services in the library. Currently, I also work on recording

books if there are new ones that we buy or buy, and record these books in the master book so that they can be read by school children. Our library system exists but cannot operate yet" (Informant 2, Economics Teacher).

"The recording of our books is still recorded in the master book. If there is a request for a report from the principal for us to procure, what we use is an inventory book where in this book is recorded the number of our books, K13 printed books, reference books and other books" (Informant 3, Indonesian Language Teacher).

Based on the results of informant 2 and informant 3, it shows that the processing of library materials in the inventory stage is still carried out conventionally, recorded in the master book, even though the system already exists, but the operating process is because it does have a teaching background and does not have a basic in the field of systems, of course it has assistance and training. The Master Book is used as a form of report and attachment in submitting a collection procurement at the school library.

Cataloguing

Cataloging is the process of cataloging a collection by creating a physical description of the collection guided by the Anglo American Cataloging Rules (AACR). SLiMS has this feature that is loaded in the bibliography menu. The creation of this collection catalog in SLiMS includes title, author, statement of responsibility, edition, specific detail info, creation of copy number, GMD, content type, media type, carrier type, time of publication, ISBN/ISSN, publisher, year, place of publication, physical description, series title, classification, call number, subject, language, abstract, image, attachment, related biblio data, hide in OPAC, promote to homepage. In accordance with the researcher's interview with the informant and head of the library who asked questions related to the use of bibliographic features in making library collection catalogs at SLiMS, he said that:

"Currently, because we already have the SLiMS system, it is easier for us to enter book data, make collection catalogs and book synopses so that students and teachers can easily see books in our library through their respective cellphones. Incidentally, because I am indeed a library scholar, I understand how to catalog and understand the AACR guidelines because I have studied them. It also happens that I am the one who entered these books myself. So, it makes our work easier in the library. Even though it is a long time because there is only one computer" (Informant 1, Head of the Library).

Based on the results of the interview with informant 1 of the Head of the Library, it was shown that the implementation of SLiMS in the library was very helpful and facilitated the process of entering data collection from manual to the automation system, although the facilities and human resources were still inadequate, so the work process was long so that this limitation affected the optimal use. Meanwhile, in contrast to library staff who do not have a background in library science, they do not understand how to catalog according to the guidelines.

"The guidelines for cataloging these books according to their standards we do not yet understand" (Informant 2 and Informant 3).

Cataloging is indeed carried out by librarians who have the ability to understand the AACR guidelines because this affects the metadata of books that appear on the main homepage of the online Public Access Catalog (OPAC). Meanwhile, for library staff who do not understand system-based cataloging, the implementation of SLiMS is also less optimal because the human resources are inadequate.

Classification

Classification is the process of grouping collections based on the class number of each book subject. The goal is to make the collection more organized and organized and make it easier for users to retrieve information. Collection classification is part of collection processing activities using *Dewey Decimal Classification* (DDC).

"The books in our library were previously classified according to package books and per class. Because most of our books are package books from grades 10-11 to grade 12, there are more package books. So when it is placed on the shelf, we adjust it according to the package book cluster. However, because we have installed SLiMS on our computers, now and I myself manage the library, armed with library knowledge, we are slowly processing this book again with DDC classification guidelines. We also use e-ddc. After we get the classification number according to the subject of the book, we enter the collection with its call number in the add new bibliography feature in SLiMS. But there is an online ddc plugin in SLiMS we don't understand yet" (Informant 1, Head of Library).

"For the classification of books, we adjust the instructions of the head of the library and the existing guidelines" (Informant 2, Informant 3).

Based on the results of the interview with Informant 1, it shows that the collection at the Sibolga Catholic High School School Library is classified using DDC, especially with the existence of e-DDC, which can facilitate the process of processing library materials. However, in contrast to informant 1, and informant 3 where the classification process is more focused on the classification process carried out by librarians on the grounds of inability to determine the crazy number of each book subject.

Collection Solutions

The final step in the collection processing process is the printing of book card labels, book slips (borrowing and returns), and book covers. This process begins at the collection entry or cataloging stage. After this process is completed, the next step is to print labels and barcodes to be attached to the book body and back. This process is carried out by utilizing the label and barcode print out feature on SLiMS.

"Initially, we made book labels, loan slips, membership cards that were pasted on the back of the book, we made and worked on a word worksheet. Then we print and paste. Then we put it on the shelf. But even though we now have SLiMS book labels and barcodes that we can print, but for slips and bags we still make them in Word." (Informants 1, 2 and 3)

Based on the results of interviews with informants 1, 2 and 3, it shows that the process of completing collection processing after the beginning of the inventory, cataloging, to classification process, the last step is to print book card labels, book slips (borrowing and returning), and book covers and placing collections on shelves. The label and barcode printing feature can be done by utilizing SLiMS while slips and book cards are still done manually.

DISCUSSION

SLiMS-Based Collection Processing

Based on the results of the study, it shows that the use of *the Senayan Library Management System* (SLiMS) in the processing of School Library collections at Sibolga Catholic High School is still not optimal, this is characterized by the inability of librarians and library staff to understand the features in the SLiMS display such as inventory, how to add book slip plugins and book bags in SLiMS, inadequate infrastructure. On the other hand, this

software is very helpful and facilitates the work process and service process to users, however, it still has limitations so that it affects the lack of optimization.

The Inventory feature in SLiMS is very helpful in knowing the number of collections, the number of copies, the missing collections, adjusting the collection database to the collections that are stored and is part of the library administration. This is in line with the previous study which discussed how to use SLiMS in Stock Taking, The results show that the feature helps libraries in checking the number of books available with lost and Help libraries manage existing literature collections (Aswarina, 2024).

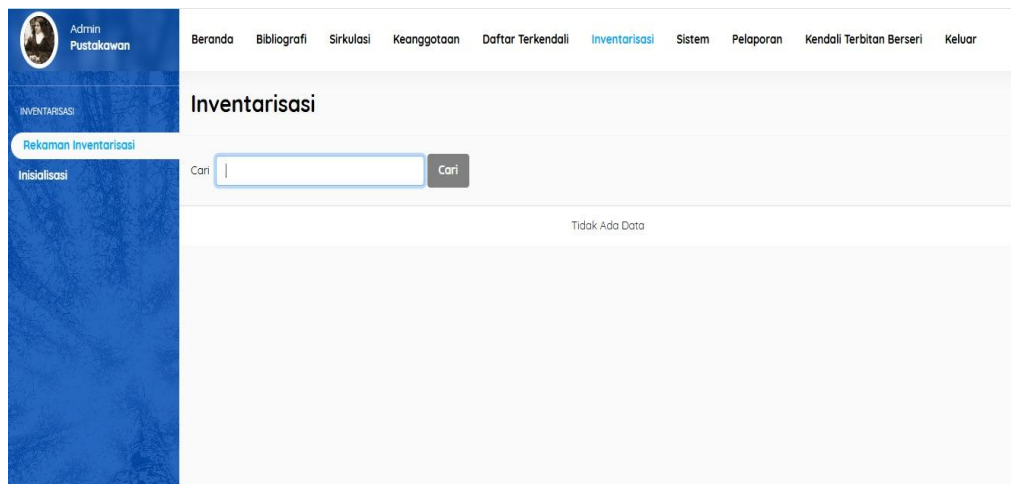


Figure 1. Inventory Features on SLiMS Application

Source: Author Documentation, 2025

Figure 1 above is the inventory feature in the SLiMS 9 Bulian dashboard version 9.6 which has been implemented in the Sibolga Catholic High School Library. Based on the results of the research in the indicators of the utilization of the inventory feature, it shows that the Sibolga Catholic High School Library is not optimal, this is because library staff do not understand how to use this feature optimally so they still use a manual system. The next indicator is cataloguization, as shown in Figure 2 below.

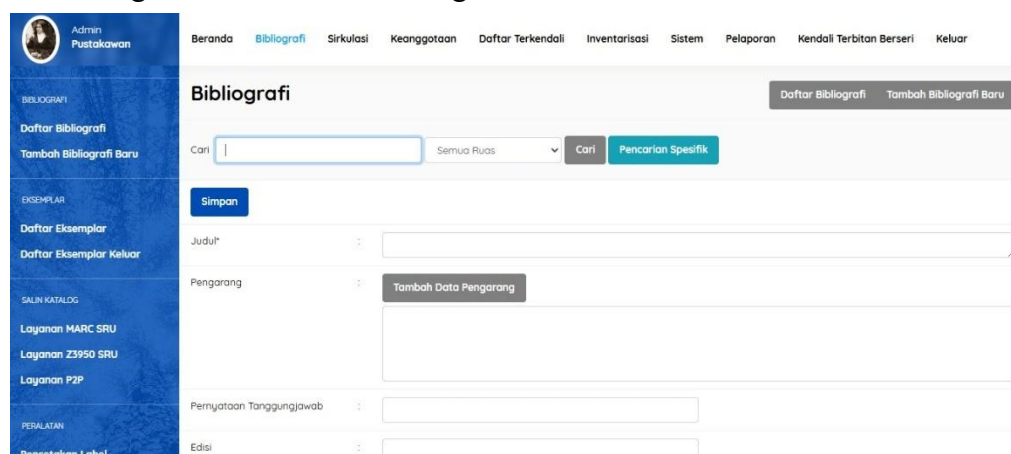


Figure 2. Bibliography Features on the SLiMS 9 Bulian display

Source: Author Documentation, 2025

Cataloging is the process of creating a collection catalog that includes eight description areas, namely title and statement of responsibility areas, edition areas, special data areas, publishing and distribution areas, physical description areas, series title areas, records areas, numbering areas (ISBN and ISSN) (Mirmani, 2014). Based on the results of the study, it shows

that the Sibolga Catholic High School Library has implemented a descriptive collection cataloging system and guided by ACCR2. However, this cataloging is not all known by library staff, so it is necessary to transform library human resources based on practicality and being able to understand how to catalog. This is in line with the research that discusses the analysis of description cataloging in libraries reviewed from ACCR 2 showing that the MAS Jabal Rahmah Koto Baru Sungai Tarab library has not followed ACCR standards and the use of catalogs by users has not been used as information exchange. This is due to the inability of human resources to catalog collections and inadequate room management (Febrianti, 2022).

In addition to cataloging, there is a classification aspect that is discussed in optimizing the processing of collections in SLiMS 9 Bulian-based libraries. Based on the results of the research, the books in the Sibolga Catholic High School Library have been classified based on the printed Dewey Decimal Classification (DDC) and the use of the e-ddc application. However, librarians who understand classification are only the head of the library as well as librarians while other library staff are not because first, they do not have a library background, secondly they do not understand how to find the classification of collections according to the subject. So, this becomes less than optimal for the processing of collections at SLiMS due to the inhibition of classification or search for a book's calling number and the role of substitute librarians does not exist.

Collection classification is the process of grouping collections in an organized and organized manner based on a call number according to the subject. The classification aims to make it easier for librarians to organize books on the shelf, and to make it easier for users to find and find collections easily. The guidelines used are Printed DDC from Volumes 1 to 4 or the e-ddc application. So, librarians must have skills in using DDC, understand and determine the subject titles of the collection, and determine class numbers (Latiar & Mukrizal, 2024).

The Call Number is a number label that will make it easier for users to find the existence of collections on library shelves. This number label is described starting from the book call number, three letters of the author's name, one letter of the title of the book, the category of the book and the description of the number of books. This aspect of using number labels is very effective in facilitating the process of retrieving information to users (Prabowo & Krismayani, 2019). The process of using this number label can be done with the label and barcode printing feature in the SLiMS application. The Sibolga Catholic High School Library has implemented the use of this system, but for borrowing slips and book bags, it is still done through worksheets *word*.

Therefore, optimizing the processing of library collections based on the use of *the Senayan Library Management System* (SLiMS) 9 Bulian, it is necessary to have an effective and sustainable collection management system in managing collections, especially school library collections. Instead of libraries implementing automation systems, they cannot manage and use them optimally. So from here a consensus can be drawn that library automation is not just the fulfillment of needs for the sake of administration or following the trend of transformation, but implementing an automation system by implementing software systems as a form of transformation, it must be maximum and effective in its use and be able to apply it in the service process and ease of work in the library.

CONCLUSION

Based on the results of the research described above, the most important finding is that the implementation of the *Senayan Library Management System* (SLiMS) at the Sibolga Catholic High School Library is still not optimal across all indicators of library material processing. At the inventory stage, staff still use a conventional master book due to a lack of understanding and fear of technical errors when using the inventory feature in SLiMS. At the

cataloging stage, only the head librarian, who has a background in library science, is able to operate the bibliographic feature according to AACR guidelines, while other staff with teaching backgrounds do not understand it, thus hindering the cataloging process. At the classification stage, although the head librarian has started using DDC and e-DDC, the online DDC plugin within SLiMS is not yet understood. Meanwhile, at the physical completion stage (labeling and wrapping), labels and barcodes are already printed from SLiMS, but borrowing logbooks and book slips are still created manually using Microsoft Word. Therefore, the key finding indicates that non-librarian human resources, lack of ongoing training, and limited facilities (such as only one computer) are the primary obstacles to optimizing the use of SLiMS in collection processing.

Strengths and Scientific Contributions: This research makes several key scientific contributions to the field of library automation, particularly in school library contexts. Firstly, it introduces a novel theoretical model by comprehensively evaluating the library collection processing workflow specifically through the indicators of inventory, cataloging, classification, and physical completion within the framework of the Senayan Library Management System (SLiMS). The study offers a new analytical approach by identifying a critical gap: the co-existence of a functional automation system (SLiMS) with persistent manual practices (e.g., using master books, Word-based labels) due to human resource constraints. It introduces new variables for future research, such as "non-librarian user competency" and "fear-based system avoidance" (e.g., fear of making wrong backups during inventory). Furthermore, the research generates new research questions, including: How can SLiMS features like the DDC plugin be made more accessible to staff without library science backgrounds? What training models are most effective for transitioning economics and language teachers into system-based library management? Finally, the study provides a unique practical model for understanding suboptimal SLiMS implementation, showing that software presence alone is insufficient without role-specific, ongoing technical assistance tailored to non-specialist staff.

This study is limited by a small sample size, a single institutional case (Sibolga Catholic High School Library), limited variation in library material processing indicators (inventory, cataloging, classification, physical completion), and a lack of gender and age diversity among participants. Additionally, the research is constrained by the predominant use of conventional methods alongside the SLiMS system, as well as the participants' non-library educational backgrounds (economics and language teaching), which affected their understanding of cataloging rules (AACR), classification (DDC), and system features such as the inventory module and online DDC plugin. These limitations necessitate further research that accommodates diverse genders, more varied geographic locations and library settings, a broader range of case variations (including different stages of SLiMS implementation), and alternative or mixed methods to explore how automation can be optimized across different human resource capacities and institutional contexts.

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