



School Libraries Efforts in Dealing with Vandalism: a Case Study at SDN No. 100707 Perk. Batang Toru

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KATA KUNCI

Vandalisme
Perpustakaan Sekolah
Strategi Pencegahan
Duta Perpustakaan
Pendidikan Literasi

ABSTRAK

Vandalisme di perpustakaan sekolah menghambat literasi siswa dan kenyamanan belajar. Penelitian ini menguraikan bentuk-bentuk vandalisme di Perpustakaan SDN No. 100707 Batang Toru, menganalisis faktor penyebabnya, dan merumuskan strategi pencegahan. Penelitian ini menggunakan metode kualitatif deskriptif, data dikumpulkan melalui observasi dan wawancara dengan pustakawan, kepala sekolah, dan guru. Hasil penelitian menunjukkan adanya vandalisme dalam bentuk coretan (grafiti), perusakan dan pencurian buku, serta kerusakan fasilitas perpustakaan. Faktor penyebabnya antara lain kurangnya pengawasan, rendahnya kesadaran literasi, minimnya pendidikan etika perpustakaan, dan tidak adanya sanksi yang tegas. Strategi pencegahan yang diusulkan antara lain meningkatkan pengawasan dengan menugaskan guru piket dan pemasangan CCTV, membentuk program Duta Perpustakaan untuk meningkatkan tanggung jawab siswa, serta edukasi melalui bimbingan, poster, dan lomba literasi. Penelitian ini berkontribusi dalam pengelolaan perpustakaan sekolah guna menciptakan lingkungan belajar yang nyaman dan aman, serta dapat diterapkan di berbagai sekolah untuk mengurangi vandalisme dan meningkatkan budaya literasi.

KEYWORDS

Vandalism
School Libraries
Prevention Strategies
Library Ambassadors
Literacy Education

ABSTRACT

The study examined the perception and utilization of indigenous knowledge books on research productivity among LIS lecturers in kwara state. It adopted descriptive survey design and population for this study consists of all LIS lecturers in five selected University in Kwara State. The target population for this study is 57 lecturers in the department of library and information science. Hence, total enumerative sampling technique was adopted. Questionnaire was used as data collection instrument and percentages and mean are used in analyzing data. The study revealed that majority of the lecturers in kwara state have a positive perception of indigenous knowledge books with the option of it is important to improve research productivity. Also, it revealed that indigenous knowledge books are important to improve research productivity to a high extent. It further revealed that indigenous knowledge books promote users/researchers confidence and it brings together different materials on the same subject. Lastly, no up to date materials, poor library instruction are some of the major challenges LIS lecturers encounter while using indigenous knowledge books for their research productivity. The study concluded with recommendations such as University management should ensure that necessary facilities that enhance high level of utilization of indigenous knowledge books are adequately provided and Lecturers should be regularly informed of newly acquired Indigenous book.



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1. Introduction

The library functions as an institution that collects, manages, and organizes media, both print and digital, and acts as a source of information, educational, entertainment, and research facilities for the community. Library users include all groups without any particular limitations. Thus, given the diversity of users, library collections are vulnerable to damage (Madaul et al., 2023). Users, namely individuals, groups, or institutions that utilize the services and facilities provided by the library, have various unique characteristics. Each user shows their own characteristics. Not all users who use library collections always comply with applicable regulations (Sihombing et al., 2024).

Libraries that have a high level of collection utilization face their own challenges. Along with the increasing number of book collections and the implementation of various regulations for users, a phenomenon of deviant behavior has emerged among users, in the form of misuse of collections. This behavior not only harms the library, but also harms other users, even themselves, because not all users are able to comply with the rules set by the library (Daryono, 2010). In its utilization, library collections are inseparable from loss and damage. Collections can be damaged due to natural factors or humans or users (Maryani, 2019).

The school library is an institution established in a school environment and fully managed by the school, with the main objective of supporting the implementation and achievement of educational targets and overall school goals. Schools act as a means to carry out the learning process, which aims to instill and develop various values, science, technology, skills, arts, and insights, in order to achieve national education goals (Widiasa, 2007). The library in schools acts as one of the significant learning resources in helping students understand and solve problems in the learning process. This is important considering that the learning process is not limited to activities in the classroom (Akbar et al., 2021). This can be seen from the fact that there are still many acts of misuse in the use of collections in school libraries (Rahmawati, 2019). This misuse is classified as an act of vandalism. The low awareness of library users is a significant factor in their behavior while in the library. Most library users consciously and intentionally commit acts of vandalism, such as marking books and folding their pages. (Kurnia, 2021).

Vandalism is a form of damage to library collections that is often found in various libraries, including school libraries. Users can misuse collections through physical damage, such as contaminating documents, tearing books, and causing the loss of collections from the library (Madaul et al., 2023). The behavior or actions of library users that are categorized as deviations and cause significant losses can be categorized as vandalism (Bakhtiyar, 2019). Acts of vandalism in libraries can occur due to low understanding of users regarding the types of behavior that are categorized as vandalism (Muhammad et al., 2019). Various forms of vandalism in libraries are caused by a number of factors, including: (1) environmental influences and stress; (2) conditions of frustration or confusion, which are often experienced by teenagers; (3) the inability of users to deal with officers, so they turn to collections; (4) obstacles from library regulations or rules, such as prohibitions on photocopying or restrictions on books that can be borrowed out; (5) disappointment of users or users with library services; (6) the inability of the librarian or user to obtain what is expected (Barcell & Marlini, 2013).

The library of SDN NO. 100707 is also not free from vandalism, where many students are less concerned about the importance of maintaining the available collection materials. Based on interviews with the head of the library, it was found that the forms of vandalism that often occur include folding, tearing, and scribbling on pages, as well as marking paper using highlighters or ballpoint pens. In addition, the behavior of library staff who do not arrange books according to procedures is also a factor that causes damage to collections. This has attracted the attention of researchers to raise the issue of vandalism, considering the importance of maintaining and caring for library collections. The reason for choosing this title is that there are many acts of

vandalism in libraries carried out by students and it is important to make an effort to prevent such acts. Especially in the library of SDN No. 100707 Perk. Batangtoru, vandalism often occurs in the library, namely damage done by users to the collections and facilities in the library. The damage done to library materials includes: scribbling, marking with ballpoint pens or highlighters, marking as reading limits, folding library materials, tearing, taking part of the pages of library materials, cutting pictures, removing stickers, adding writing and dirtying library materials.

2. Literature Review

In this study, the author uses Lase's theory (2003) that vandalism is an act or behavior that is detrimental, damaging various objects of the physical environment and the artificial environment, both private properties and facilities or public property. Webster "New World Dictionary" vandal comes from Latin (vandalus) which has the following meanings: first, a member of the East German state who destroyed Gaul, Spain, North Africa and robbed Rome in 455 AD. From this understanding, the destructive nature of the group is highlighted. Second, people who, out of dislike or ignorance, damage or disturb, want other people's belongings that are not yet owned by teenagers, especially beautiful or artistic items. The adjective vandal is *vandalis* (vandalic), and vandalism (vandalism) is an act or deed of vandalism.

Previous research entitled *User Behavior in Treating Library Collections: Case Study at the University of Indonesia Library*, This study discusses user behavior in treating collections at the University of Indonesia Library, with the aim of describing various forms of behavior in utilizing collections, as well as identifying efforts that have been made and providing recommendations that can be applied in the future. The research method used is a qualitative approach with a case study design. Data collection was carried out through interviews, observations, and document analysis. The results of the study indicate that user behavior in utilizing collections at the University of Indonesia Library includes mutilation, vandalism, and damage to collections due to rainwater. Efforts currently being carried out by the library include circulation activities, rearranging collections on shelves (shelving), and implementing preservation and conservation programs. This study recommends that libraries consider organizing educational programs related to the preservation and preservation of library materials for users (Suhaila, 2017).

The second study entitled *Library Efforts in Dealing with Vandalism of Library Materials in the Lima Puluh Kota Regency Public Library*. Vandalism is a violation of library regulations, which includes deletion, tearing, and various other actions that damage the collection. This study aims to identify the forms of vandalism that occur in the Lima Puluh Kota Library and efforts to prevent them. A descriptive approach in qualitative methods was used for this study, with data collection through observation, interviews, and documentation, which were then analyzed using data reduction techniques and drawing conclusions. The results of the study revealed that vandalism in the Lima Puluh Kota Library included returning books beyond the deadline, deleting and tearing pages, and using other people's Library Membership Cards. Librarians have made various prevention efforts, such as reminding users of the return schedule, providing warnings and sanctions, strengthening the security system, and preserving and conserving collections. However, these efforts are still constrained by limited facilities and infrastructure due to minimal budget, as well as limited time for librarians in carrying out prevention of vandalism against library materials (Oktaviani & Nabila, 2023).

3. Methodology

This study uses a qualitative approach with a case study method. The focus of the study is on the strategies implemented by the library of SDN No. 100707 Perk. Batangtoru in dealing with vandalism. The three main informants in this study were the librarian, the principal, and the teacher. The three informants were chosen because they have important roles in library management and the implementation of vandalism prevention strategies. Data were collected through direct observation in the library and in-depth interviews with informants. In addition, documentation related to library policies and budgets was also reviewed to understand how the library allocates resources in preventing vandalism. The data analysis technique in this study

uses data reduction, namely by creating coding related to the research, then presenting the data, namely by presenting concepts related to field findings and drawing conclusions.

4. Research Results and Discussion

The library of SDN No. 100707 Batang Toru serves as a literacy center for students, providing a variety of book collections and reading materials that support learning at school. However, in recent years, the condition of the library has experienced various challenges, including suboptimal maintenance of facilities and quite worrying vandalism activities. The library of SDN No. 100707 Batang Toru is located in one of the school rooms that has been adapted for library functions. This room has an area of approximately 8x9 square meters and can accommodate approximately 20 students at one time. The library is equipped with bookshelves, reading tables, and chairs. However, the condition of several facilities has declined due to lack of maintenance and vandalism by students. Several bookshelves were damaged due to excessive loads, while tables and chairs showed many scribbles and signs of wear due to inappropriate use.

Currently, the library has a total of 1000 copies of books divided into several main categories. The library of SDN No. 100707 Batang Toru only has 5 main categories, namely, textbooks, story books, religious books, dictionaries and general knowledge books. Although the collection is quite adequate, some books are damaged due to tears, scribbles, or missing pages. In addition, there are several collections that are old and have not been updated with the latest edition. The SDN No. 100707 Batang Toru Library receives funds for book maintenance and procurement from several sources, including School Operational Assistance (BOS) funds and community donations.

4.1. Overview of Vandalism Activities in the Library of SDN No. 100707 Batang Toru

Vandalism in the library of SDN No. 100707 Batang Toru is one of the problems that disrupts the comfort and sustainability of literacy facilities for students. Based on the results of observations and interviews with librarians, principals and teachers, various forms of vandalism were found that occurred repeatedly in this school library. The following are some forms of vandalism activities found:

4.1.1. Scribbling on Books and Library Tables

Many books in the library collection were damaged due to scribbles using pens, pencils, and markers. Students often write their names, pictures, or notes that are not related to the contents of the book. In addition, several library tables and chairs were also found to be full of scribbles, either in the form of words, symbols, or inappropriate pictures.

4.1.2. Destruction of Books and Library Collections

A number of books had torn pages, some even lost important parts such as the table of contents or the last page. Several students were also found to have deliberately folded pages as a sign, even though bookmarks were provided. There are also cases where students cut out pictures or information from library books for assignments without permission.

4.1.3. Theft and Hiding of Books

One form of vandalism that is quite worrying is the theft or hiding of books by students. Several book collections often disappear from the shelves and are found hidden under tables, among piles of other books, or even outside the library. This indicates a lack of student awareness of the importance of maintaining shared book collections.

4.1.4. Damage to Library Facilities

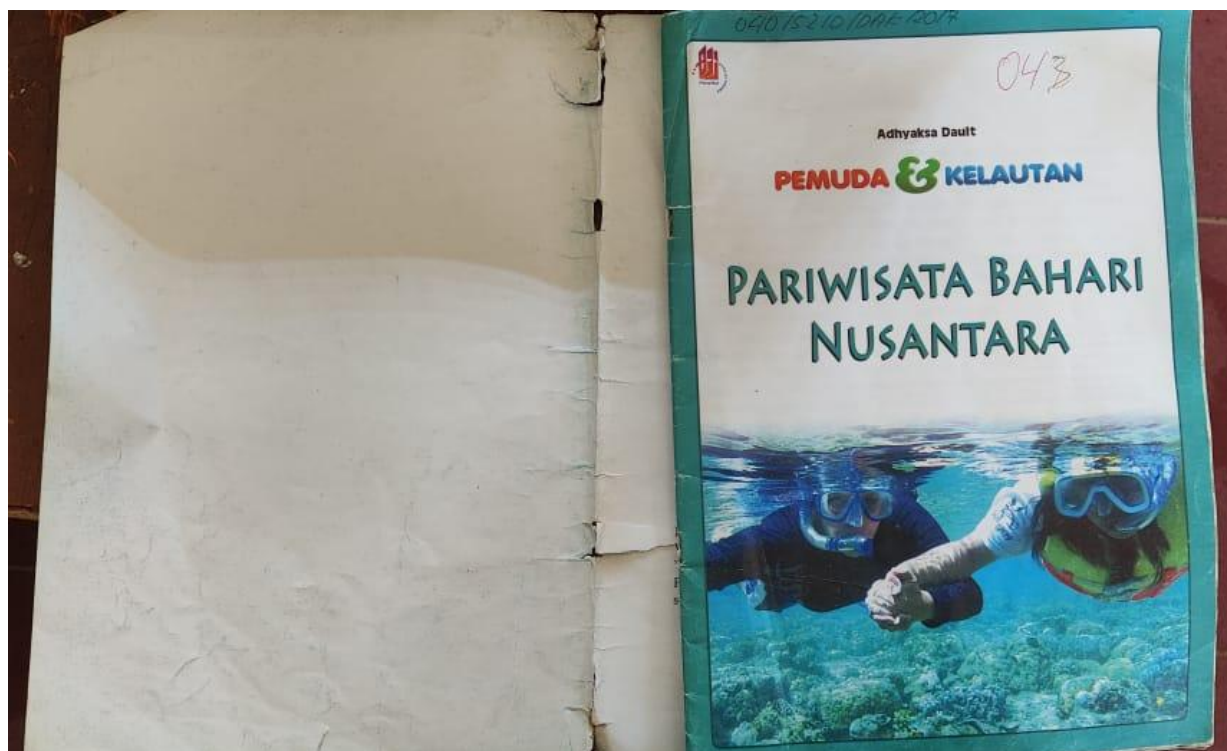
In addition to damaging books, students also often damage library facilities such as bookshelves that are forcibly pulled until they wobble, chairs that are occupied inappropriately until they break, and windows that are often found open without permission, causing dust and rain to enter the room.

4.1.5. Garbage and Poor Cleanliness

The school library also experiences problems in terms of cleanliness. Garbage such as food wrappers, plastic bottles, and leftover paper left by students are often found on tables or bookshelves. Even though trash bins are provided, there are still students who do not care about the cleanliness of the library environment.

Figure 1

Collection that was Damaged Due to Vandalism Committed by Students



Source: Researcher documentation

The phenomenon of vandalism in the library of SDN No. 100707 Batang Toru shows that there is still a lack of awareness and responsibility of students in maintaining public facilities. Factors that contribute to this vandalism activity include; Lack of Supervision: The absence of strict supervision causes students to feel free to commit acts of vandalism without consequences. Lack of Literacy Awareness: Students who do not understand the importance of books and libraries tend not to appreciate the available collections. Lack of Education About Library Ethics: Not all students get an understanding of how they should behave in the library. School Environment and Culture: If there are no strict regulations or punishments for vandals, this behavior can develop into a habit among students (Humaizi et al., 2024). Based on the results of interviews with various informants, including librarians, principals and teachers, there are various views on the causes and solutions that can be applied to minimize vandalism activities in the library of SDN No. 100707 Batang Toru. The following are some responses and strategies proposed by informants:

First, Improving Supervision in the Library. Improving supervision in the library is an important step to create a safe, comfortable and vandalism-free learning environment. Good supervision can be done in various ways, such as placing officers or librarians who actively supervise student activities in the library. The presence of librarians who play a role not only as book collection managers, but also as supervisors, can help control student behavior to be more orderly in using the available facilities. In addition, teachers can also participate by scheduling supervision in turns, especially during breaks or after teaching and learning activities, when the library is often visited by students.

In addition to direct supervision, the use of technology can also be a solution to improve library security. Installing surveillance cameras (CCTV) in several corners of the room can help detect inappropriate student activities, such as scribbling books, damaging facilities, or hiding library

collections. With CCTV, schools can more easily identify vandals and take appropriate action. In addition, the library can also implement a visitor recording system using membership cards or digital attendance, so that every student who enters can be recorded properly, reducing the possibility of damaging facilities without clear identity. As the informant said that,

"The library needs to have a tighter surveillance system, both through the placement of taking turns picket teachers and the installation of surveillance cameras (CCTV) if possible. With better supervision, students will be more disciplined in maintaining library facilities." (Informant 1)

Second, Holding the Library Ambassador program. Another approach that can be applied is to empower students in supervision, for example through the "Library Duta" program. This program involves students as supervisors as well as promoters of cleanliness and order in the library. Students who are the library ambassadors are tasked with reminding their friends to protect books and facilities, as well as reporting suspicious events to librarians or teachers (Dalimunthe, 2018; Kholil et al., 2024). With student involvement, supervision can run more effectively, because they are closer to peers and can have a positive influence in building collective awareness to keep the library well maintained. This is in accordance with what informant said 1:

"We want to try to involve students directly by forming the 'Library Ambassador' group. The selected students will become agents of change who supervise and remind their friends not to do vandalism." (Informant 1)

"If there are students who are trusted to be the library ambassadors, they can help control the behavior of other students and provide examples of how to care for books and facilities." (Informant 2)

Aside from being a supervisor, the Library Ambassador can also initiate various activities that encourage literacy culture in schools, such as holding reading competitions, book discussions, or joint reading programs. They can also help spread information about the importance of maintaining book collections through posters, school social media, or direct campaigns to peers (Dalimunthe et al., 2024; Ohorella, 2024). With the active role of students, efforts to maintain the library not only depend on librarians or teachers, but also become a shared responsibility. This program is expected to be able to build a sense of student ownership of the library and create a more disciplined and inspiring environment in increasing reading interest.

Third, Providing Education and Socialization about the Importance of Maintaining the Library. Providing education and socialization about the importance of maintaining the library is an important step to increase student awareness in maintaining facilities and book collections. Many students commit acts of vandalism not because of the intention to damage, but because of a lack of understanding of the impact on the sustainability of the library. Therefore, schools can hold regular socializations that explain how to use books properly, maintain the cleanliness of the library, and the consequences of damaging facilities. This socialization can be done through various methods, such as direct counseling by librarians or teachers, making educational posters that are attached to the library walls, to utilizing digital media to disseminate information that is interesting and easy for students to understand.

"Many students do not understand the importance of maintaining books and library facilities. We plan to hold regular socialization programs, either through short counseling before entering the library or through attractive posters and slogans." (Informant 3)

"I think if there were announcements or information boards reminding us to maintain books, maybe we would be more aware. Sometimes we don't know that what we are doing is vandalism." (Informant 1)

In addition to formal socialization, education about the importance of maintaining the library can also be packaged in the form of interactive activities that directly involve students (Indainanto et al., 2023). For example, holding a library orientation program for new students, a workshop on book care, or a competition such as "Best Student in Maintaining the Library" which gives awards to those who show concern for the cleanliness and orderliness of the library. With a more participatory approach, students will be more involved in maintaining the library

environment and feel a shared responsibility. Continuous education is expected to form positive habits among students, so that the library remains a comfortable, well-maintained place that can be optimally utilized by the entire school community.

4.2. Library Strategy in Overcoming Vandalism Activities in SDN Library No. 100707 Batang Toru

In an effort to minimize vandalism activities in the library, various experts and previous research have proposed various strategies that can be applied effectively. One approach that is highlighted is an increase in supervision and environmental control. According to Newman (1972) in his theory of defensible space, effective supervision can reduce negative behavior because individuals feel monitored and fear of the consequences of their actions. The application of surveillance cameras (CCTV) and the presence of librarians or teachers who actively monitor student activities can create a sense of responsibility and discipline. Research by Johnson et al. (2016) also found that the presence of supervisors in the school library was able to reduce the acts of vandalism by 40% because students felt they were monitored and monitored directly.

In addition to supervision, education and socialization regarding the importance of maintaining public facilities is also the main key in preventing vandalism. According to research conducted by Clark and Dugdale (2009), students given understanding of the importance of literacy and book care tend to have a more positive attitude towards the library. Socialization can be done through orientation programs, literacy campaigns, and giving examples of positive behavior from teachers and library staff. Meanwhile, Glover (2010) emphasizes the importance of building a culture of responsibility and a sense of ownership of school facilities through activities that involve students directly, such as the Library Ambassador or Peer Monitoring program, where students are involved as agents of change in the school environment.

Another strategy that is also widely supported by research is the provision of clear incentives and sanctions. Skinner (1953), in his theory of operant conditioning, states that human behavior is influenced by the consequences received. Therefore, giving appreciation to students who maintain the cleanliness and regularity of the library can motivate them to continue to behave positively (Dalimunthe et al., 2024; Syam et al., 2024). Conversely, mild sanctions such as the task of cleaning the library or writing an essay about the importance of literacy can provide a deterrent effect for the perpetrators of vandalism (Ritonga et al., 2024). Research conducted by Hall et al. (2018) shows that a combination of appreciation and strict sanctions can reduce the level of vandalism by 35% in a period of one year in schools that are the object of their research.

In addition to the direct approach to students, experts also emphasize the importance of creating a comfortable and attractive library environment. According to Oldenburg (1999) in the concept of Third Place, a comfortable and friendly place will increase the emotional attachment of its users, so they tend to be more concerned and responsible for the place. Modern library design, good lighting, and a collection of relevant and attractive books can increase student reading interest while minimizing the encouragement to do vandalism. In this context, research by Bennett (2014) shows that the library designed with the concept of open and user -friendly space has decreased the incidence of vandalism by 30%, because students feel more comfortable and are positively involved with the environment.

Based on field findings in the SDN Library No. 100707 Batang Toru, the activity of vandalism that occurred included graffiti in books and tables, destruction of book collections, theft and hiding books, damage to library facilities, and poor cleanliness problems. The main factors that cause this behavior are lack of supervision, low awareness of student literacy, lack of education about the ethics of the use of libraries, as well as the absence of strict sanctions for the perpetrators of vandalism. This finding is in line with the opinion of Neumann (1972) which emphasizes the importance of supervision to create a safe and orderly space. The defensible space concept that he put forward stated that effective supervision can reduce negative behavior because individuals feel monitored and fear of the consequences of their actions. Therefore, the application of direct supervision systems through librarians, picket teachers, as

well as the use of technology such as CCTV is a strategic step that can minimize the actions of vandalism in the school library.

Good supervision not only aims to detect and prevent negative actions, but also to create a culture of discipline and responsibility among students (Harianto et al., 2023; Dalimunthe & Tangguh, 2023). As expressed by informant 1, the placement of teachers on duty in rotation and the installation of CCTV will make students more disciplined and careful in using library facilities. This strategy is supported by research by Johnson et al. (2016) which found that the presence of supervisors in school libraries can reduce vandalism by up to 40%. In addition, recording visitors through membership cards or digital attendance can strengthen supervision by ensuring that every student who enters is properly recorded, thereby reducing the possibility of damaging facilities without clear identities. Thus, structured and integrated supervision can create a more orderly and conducive library environment for learning.

In addition to improving supervision, field findings also show the importance of involving students directly through the Library Ambassador program. This program aims to build students' sense of ownership and responsibility for the library by assigning them as supervisors and promoters of cleanliness and order (Ritonga et al., 2024). Informants 1 and 2 agreed that student involvement in supervising the behavior of their friends can strengthen the supervision carried out by librarians and teachers. This approach is in line with Glover's (2010) opinion which emphasizes the importance of building a culture of responsibility through active student participation. By becoming Library Ambassadors, students not only help maintain order, but can also provide a positive influence to their friends through examples of good behavior. In addition, this program can increase student motivation to maintain school facilities because they feel they have an important role in creating a comfortable and orderly environment.

Another strategy found in the field is the importance of education and socialization about the ethics of library use. Informants 1 and 3 revealed that many students who commit vandalism do not have the intention to damage, but because of a lack of understanding of the impact of their actions. Therefore, schools need to hold regular socializations that explain how to use books properly, maintain the cleanliness of the library, and the consequences of damaging facilities. Clark and Dugdale (2009) emphasized that students who are given an understanding of the importance of literacy and book care tend to have a more positive attitude towards the library. This socialization can be done through various methods, such as direct counseling, educational posters, to the use of digital media that is interesting and easy for students to understand. Thus, ongoing education will form positive habits among students, so that they care more about the cleanliness and sustainability of the library.

The strategy proposed by the researcher to minimize vandalism in the library of SDN No. 100707 Perk.Batangtoru is to collaborate between parents and teachers, namely by holding meetings between teachers and parents to discuss vandalism in the library.

Based on field findings and literature reviews, it can be concluded that the most effective strategy to minimize vandalism in the library of SDN No. 100707 Batang Toru is a combination of increased supervision, student involvement through the Library Ambassador program, and ongoing education about the ethics of library use. Structured supervision can prevent negative actions directly, while student involvement creates a culture of ongoing responsibility. Continuous education and socialization will form collective awareness among students, so that they not only avoid vandalism, but also love the world of literacy more. By implementing these strategies consistently, the library can become a comfortable, orderly, and inspiring literacy center for the entire school community (Newman, 1972; Johnson et al., 2016; Glover, 2010; Clark & Dugdale, 2009).

5. Conclusion

Based on the results of the study on vandalism activities in the library of SDN No. 100707 Batang Toru, it can be concluded that acts of damaging library facilities are influenced by several main factors, such as lack of supervision, low literacy awareness, minimal education on library ethics, and the absence of strict sanctions. To minimize this behavior, a comprehensive approach is needed through a combination of supervision strategies, student involvement, and

ongoing education. Increased supervision, both through the presence of librarians and teachers and the use of technology such as CCTV, can create an orderly and safe environment. In addition, the Library Ambassador program involving students as agents of change has proven effective in building a culture of responsibility and increasing collective awareness to maintain the cleanliness and sustainability of library facilities. Education on the importance of maintaining books and library ethics needs to be carried out routinely through direct socialization, information media, and interesting literacy activities. The reflection of this study provides an important contribution to the discipline of library science, especially in terms of service management and the development of a culture of literacy in educational environments. These findings emphasize that libraries not only function as information centers, but also as social spaces that require good governance to ensure the comfort and sustainability of their use. The implementation of vandalism prevention strategies not only improves the quality of library services, but also shapes students' character to have a disciplined, responsible, and caring attitude towards public facilities. In addition, the results of this study can be a basis for librarians and educators to design more effective literacy policies and programs, so that the library can function optimally as a learning facility that supports the intellectual and social development of students.

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