



Unique Impact of Library Services Based On Timezone: Case Study in Sekolah Dasar Islam Terpadu (SDIT) Alam Nurul Islam Sleman

Yahya Riawan¹, Aris Suharyadi², Salman Rashid³

¹²Universitas Negeri Yogyakarta,
Jl. Colombo Yogyakarta No.1, Karang Malang, Caturtunggal, Depok, Sleman, Daerah Istimewa Yogyakarta, Indonesia

³University of Turbat
Turbat, Balochistan, Pakistan

✉Corresponding Author: Yahyariawan.2019@student.uny.ac.id

Abstract

This study aims to describe: (1) the implementation of timezone services in the SDIT Alam Nurul Islam library, (2) their impact on library uses and student engagement, and (3) the challenges involved in their implementation. A qualitative descriptive approach was employed. This research was conducted at SDIT Alam Nurul Islam, Sleman Regency. The subjects of this study included school principals, teachers, librarians, and students. The results of the study concluded: 1) The implementation of time zones aims to increase student interest in libraries. It features both educational and traditional games, which are either made in-house or purchased. The most popular games among students are spinning tops and checkers. 2) The positive impact is that it influences student interest and does not directly impact interest in reading and learning while a drawback is that some students become late to class due to extended playtime. 3) Implementation challenges include internal issues such as difficulties in creating games and limited space, and external issues related to student behavior. Research results show that the timezone service has a significant positive impact: (1) increasing students' enthusiasm to visit the library regularly, (2) fostering students' reading interest through targeted game media, and (3) becoming an educational entertainment alternative that supports a pleasant learning atmosphere at school. This innovation also encourages the role of the library as a child-friendly and inspiring literacy activity center. Thus, the timezone service can serve as a model for creative services that can be implemented in other elementary school libraries.

Keywords: Timezone, library services, educational games

Dampak Unik Layanan Perpustakaan Berbasis Timezone: Studi Kasus di Sekolah Dasar Islam Terpadu (SDIT) Alam Nurul Islam Sleman

Abstrak

Tujuan penelitian ini yaitu mendeskripsikan tentang: 1) penyelenggaraan layanan timezone di perpustakaan SDIT Alam Nurul Islam, 2) dampak layanan timezone bagi perpustakaan SDIT Alam Nurul Islam, 3) kendala penyelenggaraan layanan timezone di perpustakaan SDIT Alam Nurul Islam. Penelitian ini menggunakan metode penelitian deskriptif kualitatif. Penelitian ini dilakukan di SDIT Alam Nurul Islam Kabupaten Sleman. Subjek penelitian ini meliputi kepala sekolah, guru, pustakawan, dan juga siswa. Hasil penelitian menyimpulkan: 1) Penyelenggaraan timezone bertujuan untuk meningkatkan siswa terhadap perpustakaan. Permainan di timezone merupakan permainan edukatif dan permainan tradisional. Pengadaan permainan timezone yaitu dengan membuat sendiri permainan dan dibeli. Permainan yang paling diminati oleh siswa di timezone adalah gasing dan dam-daman. 2) Dampak positif yaitu mempengaruhi animo siswa dan tidak secara langsung berdampak pada minat baca dan pembelajaran sedangkan dampak negatif adalah siswa terlambat masuk ke kelas. 3) Kendala penyelenggaraan meliputi kendala internal mengenai pembuatan permainan dan ruangan timezone sedangkan kendala eksternal dari perilaku siswa. Hasil penelitian menunjukkan bahwa layanan timezone memberikan dampak positif yang signifikan: (1) meningkatkan semangat siswa untuk datang ke perpustakaan secara rutin, (2) menumbuhkan minat baca siswa melalui media permainan yang terarah, dan (3) menjadi alternatif hiburan edukatif yang mendukung suasana belajar yang menyenangkan di sekolah. Inovasi ini juga mendorong peran perpustakaan sebagai pusat kegiatan literasi yang ramah anak dan inspiratif. Dengan demikian, layanan timezone dapat dijadikan model layanan kreatif yang layak diterapkan di perpustakaan sekolah dasar lainnya.

Kata kunci: Timezone, layanan perpustakaan, permainan edukatif

INTRODUCTION

Education is an important aspect for every human being to face various problems and challenges in life. Through education, humans can perform various tasks in a measured and calculated manner. In Law No. 20 of 2003, Article 14, it is stated that one of the levels of formal education is primary education. (Pemerintah RI, 2003). Basic education is a very important form of education. This education will provide knowledge and skills, foster basic attitudes necessary in society, and prepare students for the first level of secondary education. In basic education, the foundation of human development is laid. During this period, children will receive educational services focused on shaping their character so that they will be ready to continue their education to secondary education. Knowing how important the role of basic education is, its implementation must also be carried out to the fullest.

The implementation of basic education requires support from various facilities to run optimally and achieve its goals. One of the facilities to support the implementation of basic education is the presence of a library in schools. The library is an important aspect that should be present in schools. The library is a facility or means to facilitate students in learning, reading, doing assignments, or searching for information (Faiz et al., 2022). The role of the library in supporting the implementation of education is indeed very important. The library can serve as a means for students to address various problems related to the assignments given by teachers (Huda, 2020). Thus, the existence of this library indeed becomes a helper for students because they can find information to solve various problems at school, especially related to assignments. The better the management of the library at school, the better the learning process should be.

Especially in elementary schools, the library is not just a place for reading books. More broadly, the library in elementary schools is usually also used as a play area for students who are still quite young. The characteristic of elementary school children, who prioritize play over learning, requires schools to devise strategies that make children comfortable at school. The library is one of the opportunities that schools can utilize to make their students even better. Through the library, the school can devise methods or strategies to attract students to come. This strategy includes providing a variety of books such as children's stories, comics, science, astronomy, and other books that can attract elementary school students to read them.

The national library standards for elementary schools/Islamic elementary schools are outlined in the Regulation of the Head of the National Library of the Republic of Indonesia Number 10 of 2017. The regulation explains in detail the many standards that libraries must meet in their operations at the elementary/Islamic elementary school level. One of the topics discussed is the function of the library. The functions of the elementary school/madrasah library according to the Regulation of the National Library of the Republic of Indonesia Number 10 of 2017 include being a center for learning resources, a center for information literacy activities, a research center, a center for reading activities, and a place for creative, imaginative, inspiring, and enjoyable activities (Pemerintah RI, 2007). These functions should indeed be provided by the management of libraries at the elementary school level (SD/MI) because children of elementary school age need them for their development both in the educational world and outside of it.

One of the functions of the library, as mentioned above, is that the library can be a place for creative, imaginative, inspirational, and enjoyable activities. To realize this function, innovation is needed in this elementary school/madrasah library. This innovation aims to make children feel that the library is a suitable place for them to imagine, seek inspiration, and feel happy when they are there. A library that only provides books in its operation is considered insufficient to attract students' interest to come there, especially if the books provided do not interest students in reading. With that in mind, it is indeed necessary for the library to implement various innovations to attract students to visit. One of the efforts that can be made by elementary school libraries is to add several facilities such as games, additional books suitable for children, an attractive library design, and many other efforts to increase students' reading interest.

One of the innovations that would be suitable to help the library become an enjoyable place for its students is the addition of several games within it. The games in question are not just ordinary games without benefits, but educational games that can provide advantages for students. With that, not only will students be able to enjoy playing in the library, but they will also receive positive influences from the presence of these educational games. Educational games are a learning tool that can develop various aspects of a child's development, such as cognitive, language, physical-motor, artistic, social-emotional, and even further to develop the moral values of students (Haryani & Zahratul, 2020). Based on that definition,

educational games can indeed have a significant positive impact on children's development and can serve as an innovation for libraries in attracting students to visit.

Educational games in the library can provide several benefits in the implementation of learning in schools. These benefits can certainly be seen from the differences in children before and after engaging in the educational games. To be able to select several games that are considered educational and thus beneficial, it is also necessary to pay attention to the references or foundations for creating these educational games. Some of the basic criteria for determining whether a game is educational for students or not include being target-oriented, multifunctional, goal-oriented, training basic concepts, and fostering creativity (Saputra, 2019)

The library at SDIT Alam Nurul Islam has provided various services that are sufficient for the students. Based on observations and interviews with the librarian (NW) at SDIT Alam Nurul Islam, these services are in accordance with the National Library Regulation Number 10 of 2017 concerning the National Standards for Elementary School/Islamic Elementary School Libraries, which includes circulation services, reference services, and information literacy (Pemerintah RI, 2017). In addition to the core services mentioned above, the SDIT Alam Nurul Islam library also continues to strive to improve quality, for example, to increase student visits and reading interest. Student visits to the library at SDIT Alam Nurul Islam are still considered less than optimal. In August and September 2022, library visits were only 1,696 and 1,632, respectively. The data consists of library visitors, including students, teachers, alumni, and other parties. According to the librarian, the visits are still not optimal, so there needs to be a program to increase student interest in visiting the library.

According to librarian NW, students at SDIT Alam Nurul Islam have a fair interest in reading, but it still falls short of the school's target. Reading interest is a sense of attraction to the activity of interpreting a reading that has meaning, accompanied by a conscious desire without any pressure, done with pleasure, and through efforts (Wirahyuni, 2017) Thus, the SDIT Alam Nurul Islam library strives to foster a desire among its students to read books in the library. One of the services that has garnered quite a bit of attention is the timezone service. Timezone is a service that was newly released at the end of 2022, specifically in November. Timezone exists because of the librarian's idea to innovate and foster students' enthusiasm to visit the library. This service involves providing games in the front room of the library. The games in that room are several educational and, of course, enjoyable games, so the hope is that students will frequently visit the library and, of course, increase their reading interest. This timezone is also used as a learning medium by the library, as there are educational games. Learning media functions to enhance the quality of the learning process and usually also lays the concrete foundations for children's thinking (Supartinah, 2014). Therefore, this timezone service exists not only to increase student visits and reading interest in the library but also as a learning medium for students in the library.

The timezone service is considered quite new and seems interesting. NW, as the librarian, innovated this because he saw many students who really enjoy playing. This service is carried out in front of the library room or on the library terrace. This terrace is usually used as a place for students and teachers to sit and relax. The games available in the timezone room are several educational games. The librarian's goal in choosing educational games over regular games is not only to attract students to visit the library but also to serve as a learning medium for students. The games available in the timezone include educational snakes and ladders, puzzles, traditional games like congklak, spinning tops, and others. Some of these games require students to think, for example, in the snake and ladder game, each number has a challenge such as reciting daily prayers or Quran verses, puzzles that require students to think in order to solve them, and other games as well. Although these games are educational, the enjoyable atmosphere remains the focus of this timezone service to attract students to visit the library and read books.

This timezone service has been running for several months since its initial launch. For the past few months, the librarians have not yet known what impacts have occurred after the introduction of the timezone, whether it has a positive effect on the library or not. The initial goal of this service is to create a pleasant atmosphere for students in the library so that they will be enthusiastic about visiting the library. If students are enthusiastic about visiting the library, it will be easier to foster and enhance their reading interest.

Based on that explanation, the researcher is interested in conducting a study focused on timezone services with the research title "Analysis of Timezone-Based Library Services at the SDIT Alam Nurul Islam Sleman Regency." This is because timezone services are quite unique and not commonly found in school libraries. This is because SDIT Alam Nurul Islam appears to be quite serious in conducting its learning. Unlike typical elementary schools that emphasize classroom instruction, SDIT Alam Nurul Islam adopts a

more holistic approach, incorporating outdoor and non-formal learning environments, th, such as directly engaging with nature, rivers, fields, and the library through timezone. This is what makes this school very worthy of being researched regarding the various programs within it in carrying out educational activities. timezone services are quite unique and not commonly found in school libraries.

METHODS

This research is a type of descriptive research using a qualitative approach. Case studies are a type of research to understand a particular problem or situation in great depth, where people can identify cases rich in information ([Assyakurrohim et al., 2022](#)). The research was conducted at the library of SDIT Alam Nurul Islam Sleman Regency, located at Jalan Ringroad Barat, Dusun Cambahan, Desa Nogotirto, Kecamatan Gamping, Cambahan, Nogotirto, Sleman, Sleman Regency, Special Region of Yogyakarta 55292. The research was conducted from March 20 to April 30, 2023.

Primary data sources include data from the school principal, classroom teachers, librarians, students, and observations of the SDIT Alam Nurul Islam library environment. The selection of research subjects in this study uses purposive sampling, where the determination and selection of samples are made by the researcher based on specific considerations ([Sugiyono, 2017](#)). The librarian is responsible for designing and implementing the timezone serviceun, the principal as the permit giver and an observer, the teacher as the party who assists in the running of the timezone, and the students as the party who engages with the timezone. Meanwhile, secondary data is obtained from documents available in the library, such as visit data and student book borrowing data. This data will allow for a direct comparison of student visits and book borrowings before and after the implementation of the timezone.

The research procedures conducted include *some stage*. The planning stage is the initial phase of the research where, at this stage, the researcher will identify the problems, formulate the issues, determine the research objectives, decide on the methods to be used, and prepare the research instruments. The observation stage is the phase where the researcher will collect the necessary research data. At this stage, the researcher observes activities in the SDIT Alam Nurul Islam library. The researcher acts as an observer who observes in depth, noting findings related to the research so that the data obtained can be accurate and relevant to the problem formulation.

After obtaining research data from the observations, the next stage is writing the research results. The data that has been obtained will be analyzed using the predetermined analysis techniques. Subsequently, the research results will be compiled based on the analyzed data. In this study, the researchers were assisted by research instruments in the form of interview guidelines, observation, and documentation. The data collection techniques used in this study include observation, interviews, and documentation. Field studies are research conducted to obtain facts directly from the field, usually using observation, interviews, and documentation methods at the research site ([B. Ahmad & Laha, 2020](#)). This research uses data validity techniques of triangulation of methods and sources. The data analysis model in this study uses interactive data analysis proposed by Miles and Huberman.

Table 1. Instrumen

No.	Aspect	Sub aspect	Data source	Metod
1.	Program implementation	<ul style="list-style-type: none"> • Designing timezone services • Designing timezone games • Procurement of timezone games • Presentation of timezone • Launching timezone 	Principal, librarian, teacher, and student	Observation, interviews, and documentation
2.	Impact of the program	<ul style="list-style-type: none"> • Educational games • Regarding visits • Impact on reading interest • Impact on learning 	Principal, librarian, teacher, and student	Observation, interviews, and documentation
3.	Program constraints	<ul style="list-style-type: none"> • Creation • Time zone space • Implementation 	Principal, librarian, teacher, and student	Observation, interviews, and documentation

This research uses triangulation data validity techniques. The triangulation technique is defined as the activity of verifying data through various sources, techniques, and times. The purpose of this technique is to enhance the theoretical, methodological, and interpretative strength of a study that uses a qualitative

approach (Mekarisce, 2020). This triangulation model consists of three types: source triangulation, technique triangulation, and time triangulation. This research uses source and technique triangulation. Source triangulation is conducted by checking the data obtained from various sources. The sources referred to in this research are the subjects from whom the data were obtained, namely the principal, librarian, teachers, and students. Technique triangulation means checking the data through the same source or the same research subjects but using different techniques. In this research, various techniques were used in data collection.

The data obtained from this check can then be considered valid data. Interviews with librarians, school principals, teachers, and students that yield the same data can be deemed valid. Additionally, data from interviews that align with the results of observations and documentation can also be considered valid data. The interactive data analysis model has 4 components, namely data collection, data reduction, data presentation, and conclusion drawing or verification. The explanation regarding the flow can be detailed in the following image:

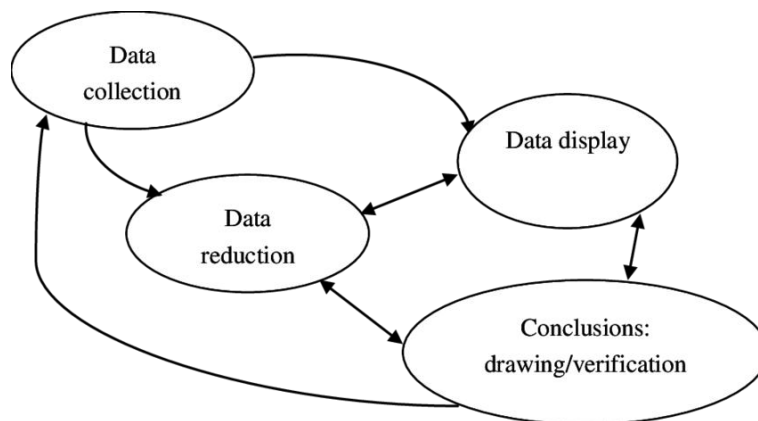


Image 1. Interactive Data Analysis Flow

Data collection is an integral part of data analysis activities. Data collection is conducted by researchers using in-depth interviews, observations, and documentation to obtain the necessary data for the research. Data reduction is an effort to summarize or condense data, so that the data will later be categorized into specific concepts, categories, or themes (R. Ahmad, 2018). The summarized data will be seen in its entirety, making it easier to use. Data presentation is the next stage of data analysis after data reduction. At this stage, the summarized data from the data reduction stage will be presented. The form of data presentation in qualitative research can be in the form of narrative texts such as field notes, matrices, graphs, networks, and charts. The final stage of this interactive data analysis is the conclusion or verification. At this stage, the researcher draws a conclusion from the data that has been presented earlier.

RESULTS AND DISCUSSION

Implementation of Timezone Services Implementation of timezone services at the SDIT Alam Nurul Islam library.

Design of timezone services

The research results show that the design of the timezone service in the library at SDIT Alam Nurul Islam is to fulfill the functions of the library, namely as entertainment, recreation, and a pleasant place. This was conveyed by Nur Wahid, the librarian, "The library has many functions, one of which is entertainment." Then there is also educational entertainment, research, and so on. But now, the entertainment aspect is starting to be forgotten. Most people associate the image of a library with punishing students who are late or naughty by making them do their assignments there. But now we are starting to change that image by introducing a timezone to the library." The librarian realized that the library needs to be a place where students feel comfortable, not just a place for punishing them, so the librarian took the initiative to introduce a timezone service as a play area for students in the library.

Design of the timezone game

Based on the results of interviews, observations, and documentation studies, the design of this timezone game is based on the initiative of librarians who want to bring old-fashioned games to the

timezone. The librarian thinks that today's children are less familiar with them and tend to play with gadgets more. Then, for the planning, the librarian often discusses with teachers because teachers better understand the characteristics of students who frequently meet in class, as he mentioned during the interview, "yesterday we collaborated with teachers for an outbound activity just to share, and from other teachers, there is also a search for new games that might be interesting." Reading guidance services or student visits to the library require the involvement of teachers from each class. Based on that statement, the teacher's duties, in addition to teaching in the classroom, also include helping with the implementation of the library (Imroatul & Widodo, 2014).

Provision of timezone games

Based on the research results, it can be concluded that the procurement of games in the timezone is made by librarians, and some are also purchased with the library's budget, as the librarian stated, "not all are made, some are bought." Here are examples of games made by the librarian.



Image 2. Dam-dam Games

In this case, it can be said that the librarian is given full authority by the principal to manage the library, so that the library can become an inspiring and enjoyable place for students. The better the library provides services, the better the recognition it will receive, including the completeness of its facilities and the amount of funding given to the librarian (Junita, 2015). The librarian at SDIT Alam Nurul Islam is known to have been given funding from the school, enabling the provision of quality services.

Timezone presentation

The library is a place used as a reading and learning space for people, so the library needs to be a comfortable place free from disturbances (Hidayat et al., 2019). Research at the SDIT Alam Nurul Islam library concluded that the placement of games in the timezone is adjusted according to the type of game; noisy games are placed outside the library, while less noisy games are placed inside the library. The layout is directly arranged by the librarian. "For noisy games, they are placed outside, while those that are not too noisy can be inside." Well, sometimes the children take the games and bring them to the gazebo to play there. This is because the main area of the library is used for reading books and studying for students, so the librarian desires a quiet atmosphere inside the library.

Launching timezone

Based on the research results, it can be concluded that the launching of the timezone service was conducted simultaneously with the school's routine activities held in the school gymnasium. The launching has been done twice, namely introducing the timezone service and introducing new games available at the timezone, as mentioned by the librarian: "The technical launching was done with the student body for the launching agenda at the gym, there is an agenda called Wednesday Express which is held once a month." For the library, there is a separate allocation, and for the timezone, it has been done twice: the first was the launch, and the second was the introduction of new games.



Image 3. Launching Timezone

The school library is a library organized within a school, fully managed by the school, with the primary purpose of supporting the achievement of the school's goals and education in general (Widiassa, 2007). The library at SDIT Alam Nurul Islam is always involved in school activities. This is because the school library is part of the school organization.

Most Popular Game

Based on interviews, observations, and documentation studies, the game most favored by students in the timezone is a game that requires thinking skills. The game is dam-dam. This game is favored by students because it involves strategies that make them think about how to play it. Based on interviews, observations, and documentation studies, the games that are most popular among students in the timezone are games that require thinking skills. The game is Checkers. This result is based on interviews with librarians and several students. "There are two spinning tops and dam-dam." "So from those two games, it can increase the number of library visitors by a significant percentage" (NW). Then Faiz Muqofa (FM), Aidin Nurcahyo (AN), and Fadil Rimawan (FR) shared their opinions about their favorite games. "I like dam-dam because it's just fun" (FM). "I also like dam-dam because it's fun and you can eat snacks, but it's often used so sometimes I don't get a turn" (FR). "I like tic-tac-toe and dam-dam, but I often lose" (AN).



Image 4. Students plays dam-dam

This thinking game is very suitable for children who still have a high sense of curiosity and can also train children's emotions and creativity. Playing at school can provide children with the experience of learning while playing, with the function of enhancing cognitive, social, emotional control, discipline, creativity, and physical development (Wahid et al., 2018) Therefore, the presence of these mind-stimulating games is intended to achieve those benefits.

Impact of Timezone Service Implementation

Positive Impact

These educational games are not devoid of elements of fun, so besides being educational, these games also leave a sense of enjoyment and happiness for the children who play them (Uliyah & Isnawati, 2019) The research results show that the games in the SDIT Alam Nurul Islam library's timezone are all educational in nature. "Everything here has an educational aspect, for example, checkers involves

intelligence, spinning tops involve physics, snakes and ladders include questions about the ecosystem and object recognition, then mazes involve motor skills, and of course, Rubik's Cube is also included." (NW). Education here means that the games in the timezone are not just mere entertainment for the students but can also train their skills, both physical and mental.

The next impact is on library visits. So, the initial purpose of establishing the timezone was to increase student visits to the library. "So initially, the reason was to attract students' interest in coming to the library." Then the purpose of the library is many, one of which is entertainment. There is also educational entertainment, research, and so on. But now, the entertainment aspect is starting to be forgotten. Most people associate the image of a library with punishing late or naughty students by making them do their assignments there, but now we are starting to change that image by introducing a timezone to the library." (NW). The world of children is a world of play and learning, mostly through the games they engage in (Mahfud & Fahrizqi, 2020). Based on the results of interviews, observations, and documentation studies, it can be concluded that the timezone service affects student visits to the library. Student visits have relatively increased since the introduction of the timezone service because elementary school students, who are still close to the world of play, find the timezone service appealing, making it a service that can attract students to the library. Here is the table of student visits to the library taken from the application used by the librarian.

Table 2. Student Visit Data

Month	Visitors
Agust	1698
September	1635
October	2026
November	4936
December	2319
January	2145

The time zone service was first held in October, and the data above shows an increase in student visits to the library. A decline occurred again in December and January of the following year, although this data is still higher compared to the months before the timezone service was introduced. This is because students feel bored with the existing games, making it a challenge for librarians to add new games to the timezone.

Additionally, there is an impact on reading interest. Based on the results of interviews and observations, it shows that the timezone service does not directly affect students' reading interest. The main objective of this service is to attract students to come to the library, and reading interest can develop gradually. For the increase in reading interest, it is not visible, but it has an indirect influence. Therefore, it can be said that this service is a reading interest enhancement service, even though it is not its main focus. One of the services provided by the school library is the implementation of reading interest enhancement programs, both for the purpose of achieving academic success for students and simply for enjoyment in the library (IFLA, 2015). It can be concluded that the SDIT Alam Nurul Islam library has implemented that service by providing a timezone that creates a pleasant atmosphere for students in the library as a program to increase student visits and reading interest. Here is a table showing the book borrowing data at the SDIT Alam Nurul Islam library.

Table 3. books borrowing data

Bulan	Borrower
Agusts	1589
September	1506
October	1714
November	1787
December	1119

There was an increase in the number of book borrowers in October and November, which coincided with the implementation of the timezone. This could be in line with the increase in the number of student

visits to the library. However, in December there was a decline because student visits also decreased that month.

Then there is an impact on learning. Educational games have several benefits, including developing children's moral, motor, cognitive, language, and social skills (Rohmah, 2016). The research results indicate that the timezone service does not affect classroom learning. This result is evident because there are no statements from sources or evidence supporting that influence. "Maybe it can't be seen directly, but indirectly it definitely has an impact because visits to the library will surely increase. The most important thing is to first attract interest to come to the library, and for the rest, it can be gradual and there hasn't been any confirmation from the teacher either." (NW). However, even though it does not directly affect learning, there are positive impacts on students, namely the formation of character, skills, and creativity. Through various educational games available at Timezone, students' character and skills improve in a positive direction.

These various positive impacts show that the timezone service is indeed a good service. This service is quite unique because it differs from other library programs. The timezone service prioritizes an approach to students through entertainment and educational games. Other library programs usually focus directly on student literacy, whereas Timezone aims to first motivate students to come to the library. This is what makes it unique, where students feel that going to the library is not just about reading books but can also be a form of entertainment with various educational games inside.

Negative impact

Addiction to games can reduce children's motivation, causing students to become lazy in studying and neglect their assignments from teachers (Kurnada & Iskandar, 2021). The research results show that there is a negative impact of the timezone, namely that students become addicted to the timezone and sometimes arrive late to class. "Students are so engrossed in playing here that they forget to enter the classroom when the lesson starts" (NW).

Challenges in Organizing Timezone

Internal Challenges

The first internal challenge encountered was during the game development process. Educational games have several characteristics, namely they are intended for children in need, multifunctional, train problem-solving skills, teach basic concepts, can train precision and perseverance, and can stimulate creativity (Hijriati, 2017). Based on the interviews and observations conducted, it was found that there were obstacles during the game-making process, such as the unavailability of game materials and the difficulty in creating the games. "The problem is that the spare parts are hard to find for the spinning top, while the snakes and ladders are designed. The others are easy to find, and some people buy them too." (NW). With these challenges, the librarian took the initiative to ask students to bring materials from home if they had any unused items to make toys. Through the librarian's guidance, students can discover new things and hone their creativity.

The next internal constraint relates to the timezone space. The spatial arrangement in the library must have a relationship between each room that can be viewed from various aspects, including efficiency, workflow, quality service, security, and control in the form of supervision (Aryani et al., 2021). The research results indicate that there are obstacles in the timezone room. "The place is not very representative of the timezone because it's cramped, and the fence is also unstable, so student mobility is limited, making it a bit difficult to go to the far end when playing." (NW).



Image 5. Timezone room's

This timezone room was previously used as a space for students to relax and read, so its size is not very large. Therefore, the main timezone room is less suitable for use as a play area due to its small size and the presence of easily damaged fences. This results in the mobility of the students being disrupted.

External Constraints

One of the characteristics of educational games is that they have rules to follow (Fitriana, 2018). Students must adhere to the rules of the game to create an engaging and educational game atmosphere while avoiding potential conflicts. Based on interviews, observations, and documentation studies, it can be concluded that there were obstacles during the implementation of the timezone, namely many games were damaged and lost. The cause is the lack of supervision during the implementation because there is only one librarian who often focuses on the library's circulation services. Therefore, the librarian created written rules in the timezone. These rules include how to play and the regulations within the timezone to anticipate lost or damaged games.

CONCLUSION

The implementation of the timezone service aims to enhance students' enthusiasm for visiting the library. The games available in the timezone are educational games and traditional games. Timezone games are acquired either by creating them in-house or purchasing them. Noisy games are positioned outside, while quieter games are placed inside the library to maintain a calm atmosphere. The launch of the timezone was held at the school gymnasium along with the school's regular activities. Spinning tops and checkers were among the most popular games chosen by students, based on frequency of use and student feedback.

The timezone service has both positive and negative impacts. It increases students' enthusiasm for library visits and may indirectly foster reading interest and learning engagement. However, some students become late to class due to prolonged play. Timezone implementation faces both internal and external challenges. Internal constraints include the creation of games, namely: 1) materials are not always available and the games are difficult to make, 2) the limited space in the timezone hinders student mobility. External constraints come from the students during the implementation, as many games are lost or damaged due to lack of supervision while the students play.

REFERENCES

- Ahmad, B., & Laha, M. S. (2020). Penerapan Studi Lapangan dalam Meningkatkan Kemampuan Analisis Masalah (Studi Kasus Pada Mahasiswa Sosiologi Iisip Yapis Biak). *Jurnal Nalar Pendidikan*, 8(1).
- Ahmad, R. (2018). Analisis Data Kualitatif. *Jurnal Alhadharah*, 17(33), 81–95.
- Aryani, F., Ekonomi, J. P., Ekonomi, F., & Padang, U. N. (2021). *Analisis Tata Ruang Perpustakaan Sekolah*. 4(2), 259–269.

- Assyakurrohim, D., Ikhrum, D., Sirodj, R. A., & Afgani, M. W. (2022). Metode Studi Kasus dalam Penelitian Kualitatif. *Jurnal Pendidikan Sains Dan Komputer*, 3(01), 1–9. <https://doi.org/10.47709/jpsk.v3i01.1951>
- Faiz, A., Novthalia, A. P., Nissa, H. S., Suweniah, Himayah, T., & Damayanti, S. (2022). Pemanfaatan Pojok Baca Dalam Menanamkan Minat Baca Siswa Kelas 3 di SDN 1 Semplo. *Jurnal Lensa Pendas*, 7(1), 58–66.
- Fitriana, S. (2018). Peranan Permainan Edukatif Dalam Menstimulasi Perkembangan Kognitif Anak. *Al Fitrah: Journal of Early Childhood Islamic Education*, 1(2), 131.
- Haryani, M., & Zahratul, Q. (2020). Pemahaman Guru Paud tentang Alat Permainan Edukatif (APE) di TK Pertiwi 1 Kota Bengkulu. *Jurnal Educhild (Pendidikan & Sosial)*, 9(2), 83–88.
- Hidayat, A. D., Sudibya, B., & Waluyo, C. B. (2019). Pendeteksi Tingkat Kebisingan berbasis Internet of Things sebagai Media Kontrol Kenyamanan Ruang Perpustakaan. *Avitec*, 1(1), 99–109.
- Hijriati. (2017). Peranan Dan Manfaat Ape Untuk Mendukung Kreativitas Anak Usia Dini [The Role and Benefits of APE To Support Early Childhood Creativity]. *Bunayya : Jurnal Pendidikan Anak*, III(2), 59–69.
- Huda, I. C. (2020). Peranan Perpustakaan Sekolah Terhadap Hasil Belajar Siswa Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 2(1), 38–48.
- IFLA. (2015). *Written by the IFLA School Libraries Section Standing Committee Edited by: Barbara Schultz-Jones and Dianne Oberg, with contributions from the International Association of School Librarianship Executive Board 2 nd revised edition IFLA School Library Guide*. June 69.
- Imroatul, A., & Widodo, B. S. (2014). Manajemen Layanan Perpustakaan Sekolah. *Jurnal Inspirasi Manajemen Pendidikan*, 4(04).
- Junita, A. N. (2015). Peran Pustakawan dalam Meningkatkan Kualitas Layanan di Perpustakaan. *Jurnal Iqra'*, 9(02), 223–234.
- Kurnada, N., & Iskandar, R. (2021). Analisis Tingkat Kecanduan Bermain Game Online terhadap Siswa Sekolah Dasar. *Jurnal Basicedu*, 5(6), 5660–5670. <https://doi.org/10.31004/basicedu.v5i6.1738>
- Mahfud, I., & Fahrizqi, E. B. (2020). Pengembangan Model Latihan Keterampilan Motorik Melalui Olahraga Tradisional Untuk Siswa Sekolah Dasar. *Sport Science and Education Journal*, 1(1), 31–37.
- Mekarisce, A. A. (2020). Teknik Pemeriksaan Keabsahan Data pada Penelitian Kualitatif di Bidang Kesehatan Masyarakat Data Validity Check Techniques in Qualitative Research in Public Health. *Ilmiah Kesehatan Masyarakat*, 12(3).
- Pemerintah RI. (2003). *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*.
- Pemerintah RI. (2007). *Undang-undang Republik Indonesia Nomor 43 Tahun 2007 tentang Perpustakaan*.
- Pemerintah RI. (2017). *Peraturan Kepala Perpustakaan Nasional Republik Indonesia Nomor 10 Tahun 2017 tentang Standar Nasional Perpustakaan Sekolah Dasar/Madrasah Ibtidaiyah*.
- Rohmah, N. (2016). Bermain Dan Pemanfaatannya Dalam Perkembangan Anak Usia Dini. *Jurnal Tarbawi*, 13(2), 27–35.
- Saputra, A. (2019). Permainan Edukatif Untuk Anak Usia Dini. *PELANGI: Jurnal Pemikiran Dan Penelitian Islam Anak Usia Dini*, 1(1), 102–113.
- Sugiyono. (2017). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (27th ed.). Alfabeta.
- Supartinah. (2014). Peningkatan Minat Baca Anak melalui Media Kartu Huruf dan Kartu Kata. *Jurnal Ilmiah Guru "COPE"*, 18(2), 55–61.
- Uliyah, A., & Isnawati, Z. (2019). Metode Permainan Edukatif Dalam Pembelajaran Bahasa Arab. *Shaut al Arabiyyah*, 7(1), 31.
- Wahid, S., Sulfasyah, S., & Rubianto, R. (2018). Pengaruh Metode Bermain terhadap Keterampilan Membaca Permulaan Siswa Kelas I SD Inpres Bategulung. *JKPD (Jurnal Kajian Pendidikan Dasar)*, 1(2), 149.
- Widiasa. (2007). Manajemen Rekod Perpustakaan Tinggi. *Tinjauan Literatur*, 6, 12–35.

Wirahyuni, K. (2017). Meningkatkan Minat Baca Melalui Permainan Teka Teki Silang Dan 'Balsem Plang.'
Acarya Pustaka, 3(1), 1.