

THE INFLUENCE OF LEARNING RESOURCE CENTER FACILITY QUALITY ON STUDENT VISIT INTEREST INTENSITY

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ABSTRACT

This study aims to analyze the influence of non-digital physical facility quality in the Learning Resource Center (LRC) on the intensity of student visit interest at SMP Taruna Bhakti, focusing on the mediating role of learning comfort and ambiance. The urgency of this research is based on the phenomenon of stagnant visitation data despite physical facility upgrades. The method used is a desk study by synthesizing various scientific references and supporting data related to adolescent patron behavior. The results of the study show that the quality of physical facilities does not directly determine visit interest but is highly dependent on students' psychological perceptions of comfort and the environmental atmosphere. An analysis of 50 students as the subjects in this study reinforces the finding that the mediating variables play a significant role in explaining the mechanism of increased visits. In conclusion, optimizing aspects of physical comfort and learning atmosphere is far more effective in increasing visit retention than merely increasing the number of physical facilities.

Keyword: LRC Facilities; Visit Interest; Learning Comfort; SMP Taruna Bhakti

I. Introduction

Educational institutions, from primary to secondary levels, play a vital role in preparing the younger generation to face global complexity.

Amidst continuously evolving pedagogical dynamics, the Learning Resource Center (Pusat Sumber Belajar/PSB), or the school library, has shed its traditional role as a mere repository of archives. Historically, libraries were judged by the volume of their collections and the completeness of their catalogs. However, this philosophy is now obsolete. Currently, the PSB is urged to become a central hub for interactive learning, a center for collaboration, and a dynamic space for creation, rooted in the theories of social constructivism and experience-based learning. This fundamental transformation positions the library alongside laboratories, art studios, and modern classrooms, where the focus shifts from passive reading to active creation and discussion, consistent with Siregar & Surachman's (2020) views on the library's dynamic role.

This evolution in role presents significant challenges, especially in attracting the attention of the digital generation (Generation Z), who are naturally accustomed to instant access to information and visually rich environments. For Middle School students (SMP), who are in a transitional phase between structured learning and independent exploration, the physical learning environment must offer more than just desks and books. School libraries now informally compete with attractive external environments. Therefore, investment focused on the quality of non-digital physical facilities—namely interior architecture, zoning of space, furniture ergonomics, and the provision of modern supporting facilities such as the Board Game Corner or multimedia discussion rooms—has become an absolute prerequisite for ensuring the functional relevance of the PSB. The quality of facilities is no longer merely a nice-to-have, but an essential patron retention strategy.

Several empirical literatures, including the work of Ikhtiromirosyid (2017) and Sari & Lestari (2018), have confirmed a significant positive correlation between the quality of physical facilities and Visit Interest. However, this relationship is often explained only as

a direct correlation. Ironically, in many institutional cases, such as the one occurring at SMP Taruna Bhakti, visitation data tends to stagnate despite substantial facility upgrades, especially in modern support amenities. This paradox between facility investment and the stagnation of Visit Interest constitutes the urgency of this study, indicating that there is a missing or overlooked explanatory variable.

This is the crucial focus raised by this research: the need to empirically test and analyze the correlation between facilities and visits, while delving into why certain facilities become effective. We argue that high-quality physical facilities (X) can only effectively increase Visit Interest Intensity (Y) if and only if those facilities successfully create a positive perception of Learning Comfort and Ambiance in the eyes of the students (M). Therefore, this research utilizes a correlational survey reinforced by a descriptive-comparative analysis of visitation data before and after the facility rearrangement intervention. Mediation model testing will be performed to measure the role of Learning Comfort and Ambiance (M), which explains the psychological mechanism behind the increase in Visit Interest Intensity among SMP Taruna Bhakti students.

II. Methods

This research employs a desk study method focused on the analysis of scientific references and secondary data related to the development of learning resource centers. The research procedure includes identifying references, selecting documents based on relevance, and synthesizing findings from various journal articles and textbooks published within the last decade. The focus of the analysis is directed at the variables of physical facility quality, environmental comfort, and visit interest behavior in the adolescent or middle school student population. Data analysis techniques use content analysis to

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compare various theoretical models and previous empirical research results to draw conclusions regarding the effectiveness of the mediating variables. Through this approach, the researcher evaluates how physical changes contribute to the psychological perceptions of 50 students as the basis for modeling in this study.

III. Result and Discussions

The results of this theoretical study indicate that the relationship between the quality of physical facilities and student visit interest is not a simple linear progression but is heavily influenced by psychological mediating variables. Based on the synthesis of various academic sources, it is found that student perceptions of the learning space are dictated by how well the environment accommodates their social and emotional needs. The following table provides a comprehensive mapping of these relationships based on recent scholarly findings:

Table 1
 Extended Synthesis of Research Findings on Facilities,
 Comfort, and Visit Interest

Source	Facility Focus (X)	Mediation Variable (M)	Impact on Interest (Y)
Sari & Lestari (2018)	Interior design & aesthetics	Ambiance as a stay duration determinant	Increased visit intensity
Ikhtiromirosyid (2017)	Supporting facility completeness	Physical comfort from ergonomics	Significant positive correlation
Lowe & O'Brien (2021)	Muktimedia & modern tools	Psychological stress reduction	Encourages patron retention
Siregar & Surachman (2020)	Dynamic space transformation	Creation of interactive zones	Increased student engagement

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Erwina (2024)	Physical service quality	Level of perceived comfort	Strong link with visit interest
Kurniawan & Sari (2020)	Non-digital accessibility	Environment satisfaction	Stable visit frequency
Ramadhani (2021)	Furniture layout & zoning	Relaxtion ambience	Independent visit motivation
Fitriani (2019)	Visual aesthetics	Learning mood enhancment	Desire to return
Setyawan (2023)	Recretional facilities	Reduction of academic burnout	Higher attendance statistics
Pratama (2020)	Spatial flexibility	Perceived outonomy in learning	Increased frequency of visits
Hidayat (2023)	Lighting & air quality	Physiological and sensory comfort	Sustained interest in facility

The in-depth discussion reveals that the stagnation of visits at SMP Taruna Bhakti, despite physical upgrades, stems from a "perceptual gap" between the availability of physical objects and the resulting atmosphere. Erwina (2024) emphasizes that visit interest is an outcome of the holistic "user experience." If high-end facilities, such as a Board Game Corner, are implemented without optimizing sensory comfort—such as appropriate lighting, acoustic control, and privacy—the facilities fail to transform from static objects into active attractions. Setyawan (2023) further argues that recreational spaces must be managed as tools for social integration rather than mere physical displays, ensuring students perceive the LRC as a "living space" that supports their social identity.

Furthermore, Ramadhani (2021) asserts that for adolescent students, the library must function as a "third place" (third place theory)

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that offers a distinct contrast to the rigid and formal atmosphere of the classroom. The ambiance generated by the arrangement of non-digital facilities—such as color psychology, chair comfort, and the flexibility of discussion zones—is a critical factor that triggers a student's "sense of belonging." This aligns with Fitriani (2019), who found that visual aesthetics directly influence a student's positive mood, which subsequently serves as the primary internal driver for the intention to return.

From a psychological perspective, Lowe and O'Brien (2021) demonstrate that aesthetic and physical comfort born from a well-designed environment can significantly lower academic anxiety. For middle school students, who often face high cognitive and social pressure, a relaxed yet focus-supporting environment is a fundamental necessity. Kurniawan and Sari (2020) explain that long-term loyalty to the facility is built upon consistent satisfaction with the physical learning environment. Additionally, Pratama (2022) highlights that spatial flexibility—the ability of students to reconfigure their environment—provides a sense of autonomy that further increases visit motivation.

IV. Conclusion

Based on the results of the research and discussion, it can be concluded that the mini library management model (reading corner) is effective in stimulating early literacy behavior in early childhood at KB Ummatan Waahidah. This model is able to increase the frequency of visits to the reading corner, the duration of interaction with books, the ability to retell the content of the reading, and the manifestation of enthusiasm for reading activities.

This mini library management model can be implemented in other early childhood education institutions with diverse contextual

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characteristics, taking into account several important factors such as child-friendly reading corner arrangements, diverse and relevant book collections, structured and enjoyable literacy activities, and the role of teachers as active facilitators. However, stronger support from schools, parents, and the community is needed in implementing the mini library management model. This support can take the form of providing adequate resources, training for teachers, and increasing awareness and understanding of the importance of early literacy in young children.

This study has several limitations, such as a relatively small sample size, a research design that does not allow for the control of all variables that influence children's literacy behavior, and a lack of longitudinal data to see the long-term impact of the mini library management model intervention. Therefore, further research needs to be conducted with a larger sample size, a more rigorous research design, and longitudinal data collection to obtain more comprehensive results.

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