

Library Volunteers at Gonzaga College High School Library: Motivation and Impact for Students

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Abstract

This study aims to determine the intrinsic and extrinsic motivation of students as Library Lovers of Gonzaga College High School (PPKG) and the impact felt by students. The method used in this research is qualitative with a case study approach. Determination of informants using purposive sampling technique with a total of 5 informants. Data sources were obtained through interviews, observation, and documentation. Data validity test using source triangulation. The theories used for analysis are Frederick Herzberg's two-factor motivation theory, Janusz Reykowski's prosocial motivation theory, and Clary, et al's volunteer functions inventory (VFI) model. The results of this study show that the motivation most felt by students as library volunteers at Gonzaga College High School Library is extrinsic motivation. This motivation comes from outside oneself and usually there is influence from others, especially from the head of the library as the supervisor of PPKG activities, the existence of healthy interpersonal relationships, reciprocity from the library to the PPKG party, then a safe and healthy workplace, so that this PPKG activity can reduce something negative in its members. Meanwhile, the intrinsic motivation that is felt more than other aspects is that overall PPKG activities have a positive impact on the learning process and learning achievement in class. However, not all felt the impact on their information literacy skills.

Keywords: *Student Motivation, Library Volunteers, School Library*

Abstrak

Penelitian ini bertujuan untuk mengetahui motivasi intrinsik dan ekstrinsik siswa sebagai Pencinta Perpustakaan SMA Kolese Gonzaga (PPKG) serta dampak yang dirasakan siswa. Metode yang digunakan dalam penelitian ini adalah kualitatif dengan pendekatan studi kasus. Penentuan informan menggunakan teknik purposive sampling dengan jumlah informan sebanyak 5 orang. Sumber data diperoleh melalui wawancara, observasi, dan dokumentasi. Uji keabsahan data menggunakan triangulasi sumber. Teori yang digunakan untuk analisis adalah teori motivasi dua faktor dari Frederick Herzberg, teori motivasi prososial dari Janusz Reykowski, dan model volunteer functions inventory (VFI) dari Clary, dkk. Hasil penelitian ini menunjukkan bahwa motivasi yang paling dirasakan oleh siswa sebagai relawan perpustakaan di Perpustakaan SMA Perguruan Gonzaga adalah motivasi ekstrinsik. Motivasi tersebut berasal dari luar diri sendiri dan biasanya ada pengaruh dari orang lain terutama dari kepala perpustakaan selaku pengawas kegiatan PPKG, adanya hubungan interpersonal yang sehat, adanya timbal balik dari pihak perpustakaan kepada pihak PPKG, kemudian tempat bekerja yang aman dan sehat, sehingga kegiatan PPKG ini dapat mengurangi sesuatu yang negatif pada anggotanya. Sedangkan motivasi intrinsik yang lebih dirasakan dibandingkan aspek lainnya adalah keseluruhan kegiatan PPKG memberikan dampak positif terhadap proses pembelajaran dan prestasi belajar di kelas. Meski demikian, tidak semua merasakan dampaknya terhadap kemampuan literasi informasi mereka.

Kata Kunci: *Motivasi Siswa, Relawan Perpustakaan, Perpustakaan Sekolah*

INTRODUCTION

The school library provides a space for students to do activities such as reading, conversing, studying, and other activities. This aligns with Nurcahyono et al. about the rules for organizing school libraries, which will help national education goals by providing learning resources for students, teachers, and other education personnel. In its management, the Gonzaga College High School Library is assisted by library volunteers called "Gonzaga College High School Library Lovers" (from now on referred to as PPKG), a group of students from various generations and majors who volunteer to help manage the library. The background of PPKG is the existence of certain motives from these students and the awareness of librarians in positioning and adjusting to their customers. Students have very diverse activities at school, including activities related to teaching and learning starting every morning at 07:00 and lasting until 14:45. It takes a specific time for students to go to school or go home. In addition, other extracurricular activities, group assignments after school, and so on are added. However, some students are willing to sacrifice. Their time and energy for library services. Of course, it is difficult for them to fulfill their roles as students and PPKG.

Their tasks include processing library materials, *shelving*, and circulation services. These tasks are done voluntarily with a flexible schedule and following their class schedule. In addition, during their time as PPKG members, they are also taught information search techniques or tactics so that they can become more knowledgeable and skilled than other students and find the books they want more quickly. This ability can benefit them at higher levels of education, especially when they graduate from high school, enroll in college, and need to use the library. According to Ikhsan (2020:23-24), the benefit of these programs is that they allow library volunteers to learn more information outside the classroom. From this explanation, of course, something motivates them to become PPKG, according to Nugroho and Arfa (2019: 2). Everyone has a different drive, and the industry that can come from within is intrinsic motivation, and outside himself is extrinsic motivation. As a result of this drive or motivation, these PPKGs not only fulfill the users' information needs but also attract their attention and arouse their curiosity. This can encourage them to do an activity related to their attention or interest in the library.

According to the two-factor theory of motivation by Frederick Herzberg (1966) in Andriani and Widiawati (2017: 87-88), motivational variables are asso-

ciated with "the need for growth and self-actualization." Motivational factors include achievement, according to Hasibuan (2014: 160), namely the consequences or results of actions taken by *volunteers* in carrying out their duties by considering their abilities, efforts, and opportunities; and *recognition*, according to Siagian (2012: 290). Siagian (2012: 290) is the extent to which *volunteers are* recognized for their efforts; the *work itself*, namely the time to which *volunteers* experience difficulties as a result of their work; *responsibility*, namely the weight of the tasks delegated to each *volunteer*; and the development of individual potential (*advancement*), namely the possibility that a *volunteer* will get the opportunity to advance in his activities. Another factor is *hygiene*, which relates to the "need to avoid discomfort". *Hygiene* factors include policy and administration (*company and administration*), According to Siagian (2012: 290), namely the level of *volunteer* compliance with all relevant rules and regulations; quality supervision (*quality supervisor*), namely the level of fairness of supervisors perceived by *volunteers*; interpersonal relations (*interpersonal relations*), namely the level of conformity felt by *volunteers* when interacting in their activities; working conditions (*work conditions*) according to Mangkunegara (2013: 105). Mangkunegara (2013: 105) includes all elements of activities that are physical, psychological, or directive in nature that may have an impact on satisfaction and *salaries*, which is a form of reward given by the library to *volunteers*. The contrast between motivational and *hygiene* elements or extrinsic and intrinsic variables is at the core of the two factors.

In addition, according to Janusz Reykowski in Eisenberg (1982: 383-392), in general, there are three types of prosocial *motivation*, namely ipsocentric motivation, which is prosocial motivation based on personal benefits such as praise or *rewards* from others; *endocentric motivation*, which is prosocial motivation centered on actions to increase *self-esteem*; and *intrinsic motivation*, which is a prosocial impulse that comes from a sincere concern for the welfare of others even. Without getting a *reward*. In addition, according to (Clary et al. 1998) about the *Volunteer Function Inventory* (VFI), there are six types of *volunteer motivation*, including value, which is when helping people in need can actively satisfy their impulses when doing so; understanding, which conveys the *volunteer's* desire to learn more knowledge; social, which is when *volunteers* take part in an activity that is respected by essential people, close friends, or the surrounding community; career, which offers opportunities for *volunteers* to gain the knowledge and skills needed for their future work; protection, which is the need for *volunteers* to reduce uncomfortable sentiments related to ego function; and *enhancement*, which is an increase in activities for *volunteers* to feel good

about their *self-development* and *self-esteem*.

The PPKG activity is a very noble humanitarian action. In line with Soraya and Husna (2019: 257), a person is considered a volunteer if they sincerely and genuinely help others in any situation. In line with Soraya and Husna (2019: 257), a person is regarded as a volunteer if they sincerely and earnestly help others in any situation. So that PPKG library members who are students can take advantage of the impact of this program. According to Prawoto (2022: 634) According to Prawoto (2022: 634), volunteerism is viewed from an Islamic perspective as a way for people to help each other in goodness. As Surah Al-Maidah [5:2] means, "*and help each other in (doing) virtue and piety ...*". The interpretation of this verse, according to Tafsir Al-Mishbah by M. Quraish Shihab (2017:10), is all forms and kinds of things that lead to worldly and or ukhrawi benefits and likewise help in piety, namely all efforts that can avoid worldly and or ukhrawi disasters, even with people who are not of the same faith as you. This verse can be a backing or foundation for volunteer activities because it is a form of service full of devotion to others with a sincere desire to please Allah SWT.

Research on volunteers in libraries has been conducted in 2020. Ikhsan (2020) conducted research on library friends at Padang State University. This study aims to determine library friends' efforts to support the institution's mission. The results of Ikhsan's research showed that library friends helped the institution meet user demand and improve operations in all divisions.

Another research was also conducted by Aini (2022) regarding optimizing library services at the Faculty of Biology, Gadjah Mada University, through the collaboration of librarians with library *volunteers*. The study aimed to determine whether library services are appropriate in modern times. The study's results showed the association of librarians with library *volunteers with* various activities such as educating trainees about citation management, book review *talk shows*, and so on.

In addition, Elysa also conducted research on the work motivation of community reading park *volunteers* to improve information literacy at Taman Bacaan Masyarakat Kampung Sinau, Cemorokandang Village, Kedungkandang District, Malang City. The research aims to describe and analyze the motivations that influence a person to become a *volunteer*. The results showed that intrinsic and extrinsic motivation influenced the reading park volunteers.

This research complements previous studies. The critical thing to see from students related to voluntary activities in the Gonzaga College High School library is that during students' busy learning activities, they still take the time to

join *library volunteers*, namely PPKG. Then, what motivates students to join PPKG activities, and what impact do students feel as members of PPKG? Therefore, this study aims to determine students' intrinsic and extrinsic motivations to become PPKG and the impact felt by students so far.

RESEARCH METHODS

The research method used is a qualitative method with a case study approach. Furthermore, the determination of informants in this study used *purposive sampling*. Some things considered or criteria in determining several informants are students who are active PPKG members are motivated to join PPKG activities, carry out their duties as part of PPKG, and are willing to be interviewed and become informants in this study.

The total number of PPKG members is 14 from classes XI and XII. The selected informants were five people: the first and second informants from class XI, the third informant, and the fourth from class XII. The fifth informant is the head of the library. PPKG membership consists of various classes and majors at Gonzaga College High School.

The data collection techniques used were in-depth interviews and observation of secondary sources, namely literature, articles, and other documents relevant to the study's problems. Data processing and analysis techniques based on the Miles and Huberman model include *data reduction*, *data display*, and *conclusion drawing/verification*. In a study, of course, it is necessary to test the validity of the data, namely triangulation, and this study uses source triangulation (Sugiyono, 2020: 321).

RESULTS AND DISCUSSION

PPKG members of Gonzaga College High School, in carrying out their duties and roles in the library, are motivated, which is obtained both from within and outside themselves. Some students who joined PPKG members were initiated by invitations from librarians who introduced PPKG to them and encouraged them to join PPKG members. Others joined because they were motivated by their friends. From the interview results, it is also known that PPKG members at Gonzaga College High School have also participated in previous volunteer activities such as social services to orphanages in the community.

In addition, motivation comes from within himself who wants to help the library or anxiety in himself because his friend's interest in reading is lacking. There is motivation from outside, called extrinsic, while from within is called intrinsic, which is also in line with the opinion of Soraya and Husna (2019: 259). Soraya and Husna (2019: 259) that in this theory, there are two components:

hygiene or "maintenance" elements and driving or motivational factors. *Hygiene* or maintenance factors are extrinsic, while motivational factors are intrinsic.

Intrinsic Motivation

Achievement and Recognition

In the aspect of achievement and recognition, informants felt appreciated by the library. Forms of appreciation such as informal gathering activities and praise or positive sentences. The appreciation is done incidentally or at any time. One of them is as said by the first informant:

"Oh, there must be; the appreciation can be physical, such as food/drinks, or non-physical, such as praise or positive sentences. For appreciation, it is incidental because it is rare at times" (First Informant).

This appreciation of the achievements made by PPKG members is one of the motivations for students. According to Hasibuan (2014: 160) states that achievement is a consequence or result of actions taken by *volunteers* in carrying out their duties by considering their abilities, efforts, and opportunities. The library also recognizes the contributions of PPKG members. This is in line with the opinion of Siagian (2012: 290) that recognition is the extent to which *volunteers* are recognized for their efforts.

The Work Itself and Responsibility

Another motivation for PPKG members is a sense of responsibility in carrying out tasks in the library, such as processing books, serving users both borrowing and returning, helping users to librarians, and promoting the library. In line with the opinion of the first informant:

"The first is to make the library alive, the second is also responsible for the archiving of books (processing) and school documents, and the third is to serve students and also the Gonzaga College community who come to the library, active in social activities. There are obstacles; the first is in book data collection. The second is about time because being a PPKG member must also be able to manage study time, group work, and take care of the library. So, it has to be balanced, and there are also certain times, such as exams, which must be prioritized" (First Informant).

Other jobs that they are interested in are library promotion and literacy programs. As stated by the fourth informant:

"I try to introduce literacy and the library to the children" (Fourth Informant).

Another form of the role or task of PPKG members was also spoken by the fifth informant:

"Apart from book inputting, the job description includes tidying and discussion. Yes, their ideas are according to their creative ideas, according to their abilities, and the desire is different for each child. But don't expect too much, not all of them. Come continuously, so you must be patient and enthusiastic if, for example, they don't come" (Fifth Informant).

This is in line with the results of research by Ikhsan (2020: 20-21), namely library companions help the institution meet user demand and improve operations in all divisions, including acquisitions, processing, binding, management, *shelving*, and circulation services. According to Siagian (2012: 290), *responsibility* is the weight of the tasks delegated to each *volunteer*. In their duties, of course, there are obstacles faced, such as time clashes with other activities and time constraints. PPKG members have a solution to overcoming this, namely by organizing time-based on their priorities.

Development of individual potential

During their time as PPKG members, students experienced the development of their potential. After becoming a PPKG member, students became more aware of the library's workflow, not just borrowing and returning collections. PPKG members feel the development of potential in themselves after becoming PPKG members. One of them was conveyed by the second informant:

"There are two factors related to the library; one is that I know more about how it works, and the other is social, I learn more about how to talk to people" (Second Informant).

This is in line with the opinion of Siagian (2012: 290) regarding the development of individual potential (*advancement*), namely that a *volunteer* is likely to get the opportunity to advance in his activities, find their life goals, and even become more confident in social interaction. As stated by the first informant:

"There is, before becoming a PPKG member, I thought everywhere (uncertain). Now, after becoming a PPKG member, I know the purpose of my life. Therefore, this PPKG activity has a positive impact." (First Informant).

This self-development is included in the *enhancement* function. The *enhancement* function increases the *volunteer's* desire to feel happy with *self-development* and *self-esteem* (Clary et al., 1998: 1517-1518). In addition, it is also in line with Reykowski's opinion regarding *endocentric motivation*, namely prosocial motivation centered on actions to increase *self-esteem* (Eisenberg, 1982: 383).

Intrinsic motivation

There is a motivation for students who join PPKG, namely a sincere intention to help the library and their passion for reading books. One of them was said by the first and second informants:

"In accordance with my hobby, reading books, and my intention to join PPKG is to rebuild the Gonzaga College High School library" (First Informant).

"Because I like reading, and that's what I like about this library" (Second Informant).

In addition, some want to expand their friendship ties and know how to take care of books properly. As said by the third informant:

"I want to expand my PPKG ties at Gonzaga, and one of my motivations for joining PPKG is to learn how to take care of books properly" (Third Informant).

As stated by Reykowski in intrinsic motivation, prosocial motivation comes from concern for the welfare of others. This arises from a sincere desire within himself even without getting a reward (Eisenberg, 1982: 383-392).

Value Function

PPKG is a voluntary and flexible activity. The activities are also carried out as a team. PPKG members feel satisfied with serving the users. This PPKG activity can satisfy the desire to express attention to the library users. In addition, they are happy to meet colleagues in the library. As stated by all informants, including the second informant:

"I usually enjoy it. Besides that, it's nice to help, and I also like reading in the library" (Second Informant, 2023)

The satisfaction and feelings of pleasure PPKG members possess is a value function. The value function is when helping people in need can actively satisfy their impulses when doing so. This can generate feelings of pleasure and comfort in carrying out activities (Clary et al., 1998: 1517-1518). Therefore, if in carrying out their activities, they feel happy and comfortable, of course, this can motivate PPKG members.

Comprehension function

PPKG members also gain knowledge, understanding, and new things that have never been obtained. Such as knowing aspects of the library and knowing about social ethics such as the three *magical words*. One of them was said by the second informant:

"Apart from the library and social aspects, I also learned a lot about social etiquette. So, if you help or ask for help, you have to say the three magical words (thank you, please, and sorry)." (Second Informant).

Meanwhile, another new thing obtained as a PPKG member is the philosophy of book ownership. As said by the third informant:

"Maybe books don't always have owners. But I believe books have their history" (Third Informant).

PPKG members gain knowledge, understanding, and new things, all included in the understanding function. The function of understanding is the delivery of volunteers' desire to learn more knowledge (Clary et al., (1998: 1517-1518). From PPKG activities, members gain valuable learning and understanding, so this becomes one of their motivations.

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Extrinsic Motivation

Quality of supervision

In carrying out their activities, PPKG members receive supervision, control, and guidance from the Head of the Library, teachers, library employees, and other colleagues. As stated by the second informant:

"There are, and most of them are teachers and employees, especially library employees. They supervise so that PPKG is not overworked. The head of the library also supervises or controls PPKG activities." (Second Informant).

In their activities, PPKG members are free to perform their duties but still receive guidance from librarians. This is as stated by the fifth informant:

"There is no punishment; it's just enough to know if they are not interested, then it's fine, we don't need to push them because it's not binding, let them come from their heart" (Fifth Informant).

"Yes, we must first tell him the points that he usually likes. First, we teach them about examples from various libraries (Kemendikbud, Perpustakaan); after that, we go to the front to take care of those who carry bags, instructions for visit data, after these habits, then more detailed things." (Fifth Informant, 2023).

This is in line with the opinion of Siagian (2012: 290) about the quality of supervision, namely the level of reasonableness of the supervisor perceived by *volunteers*. The supervision provided can create a collaborative atmosphere between librarians and PPKG. This is also in line with research written by Aini (2022: 99-101), who stated that the supervisory function carried out led to the collaboration of librarians with library volunteers.

Interpersonal relationships

In carrying out activities in the library, PPKG members certainly interact with many people, such as librarians as supervisors or mentors, colleagues, and visitors. As stated by the first informant:

"What is clear is that it is healthy, it's like a family on top of it, it's so close."

With younger siblings, there is no seniority/bullying phenomenon, and with peers, the relationship is like best friends. For conflicts to date, there have not been any, and even if there is a conflict, we don't just get angry or misunderstand, we talk about the context first; then we find out together what the facts are like (discuss)" (First Informant 2023).

Volunteers who participate or are involved in an activity containing good values will be respected by essential people, close friends, or the surrounding community. In addition, it can foster closeness and intimacy between them, and there is no conflict or acts of seniority/bullying (Clary et al., 1998:1517-1518). This is in line with the opinion of Siagian (2012:290) regarding the level of compatibility felt when interacting in activities.

Rewards

Gonzaga College High School Library provides rewards or privileges to PPKG members through easy access to the library, book grants, stationery, certificates, and so on. This is as stated by the fifth informant:

"For the privilege of being able to borrow more books, access to the library is easier, there are also rewards in the form of books, for example, those who are diligent are given books from Gramedia." (Fifth Informant 2023).

Gonzaga College High School Library appreciates PPKG members by providing *rewards* and *privileges*. This is in line with the opinion of Mangkunegara (2013: 105) that the library needs to provide a form of reward to *volunteers*. This is one of the motivations for PPKG members to carry out their duties in the library.

Working conditions

According to Mangkunegara (2013: 105), working conditions include all elements of activities that are physical, psychological, or directional that may have an impact on satisfaction or outcomes. PPKG members feel that the working conditions or places of activity in the library are clean and comfortable. For example, during the COVID-19 pandemic, the library was cleaned and disinfected, implementing health protocols. This is as stated by the first informant:

"In the past, when COVID was present, every week, it was routinely cleaned with disinfectants. And also, the cleanliness that is done is only dusting, especially the books at the end. And the feasibility of the plastic cover will be checked" (First Informant, 2023).

Furthermore, the working hours of PPKG members are very flexible because they are adjusted to the time availability of the members. Regarding the

commitment of PPKG members, it is left to the awareness of each PPKG member. As said by all informants. One of them is, according to the first informant

"Regarding commitment, never, because it goes back to self-responsibility" (First Informant, 2023).

Protection function

The informants felt that after becoming PPKG members, they were more able to utilize their time for reading rather than doing other less valuable activities. As stated by the fourth informant:

"If, for example, I am bored with nothing to do or just wasting time, I often go to the library either to read books or need help." (Fourth Informant, 2023).

This is in line with the opinion of I Ketut Artana (2019: 3) about the function of the school library, one of which is as a center for reading recreational books and filling spare time (entertainment books).

Their ability to utilize their time to do valuable activities is one of the protection functions. The protection function is the need for those who volunteer to reduce uncomfortable sentiments associated with the ego function. In addition, it can minimize negativity, such as awkwardness, and become more confident (Clary et al., 1998:1517- 1518). This is as stated by the second informant:

"There is in daily activities because I used to be an awkward person who couldn't even talk to other people directly because volunteering in PPKG, I have to chat with others" (Second Informant).

Various activities carried out in the library make PPKG members feel more confident because they do many valuable activities. Being in the library has its impression on the occupants, significantly reducing negativity.

The Impact Felt by Students During Their Time As PPKG Members

Learning Achievement of PPKG Members

PPKG members are also students who follow the learning process in class. In addition to providing good benefits to the library, PPKG activities can also have a positive impact on its members. One of them is on the learning process in class and learning achievement. The library provides a variety of information and knowledge through its books. So that it allows for easy access to information retrieval, as stated by the first and second informants. One of them was said by the first informant:

"There is, namely, grades. Being a member of PPKG has an impact when taking exams; I get knowledge from books I read in the library and class module books. The results are also satisfying because the higher score is mine compared

to my friend's" (First Informant, 2023).

Meanwhile, some have not had much impact in terms of learning scores. As stated by the fourth informant:

"In terms of the learning process, it has an impact; for example, if you don't find information on the internet, 'ah, I think there is a book in the library about that so that it can help.' But in terms of learning scores, it hasn't really had an impact yet" (Fourth Informant, 2023).

Apart from having an impact on the learning process and achievement in class, it also has an impact on leadership. As said by the third informant:

"Ohh, of course, it has an impact, maybe in the leadership part for me" (Third Informant, 2023).

In line with this opinion, I Ketut Artana (2019: 3) states that school libraries also aim to support the implementation of educational programs, such as broadening their knowledge horizons using school libraries. Meanwhile, other informants have not had an impact in terms of learning value. Apart from impacting the learning process and achievement in class, there is also an impact on *leadership*.

Information Literacy Skills of PPKG Members

PPKG activities do not seem to impact information literacy skills equally among all PPKG members. These information literacy skills are useful when searching for books in the library, determining the main discussion in the book, and then presenting it, as experienced by the first and third informants. One of them was conveyed by the third informant:

"Ohh, it has an impact. I fill my spare time by reading books at the library, and it really helps, especially in the literacy program, and when I present literacy, I feel helped" (Third Informant, 2023).

The second and fourth informants stated that there was no impact. One of them was conveyed by the second informant:

"Actually, there is no change because I like to read" (Second Informant, 2023).

This is in line with the opinion of I Ketut Artana (2019: 3) about school library utilization, namely that it can improve abilities and good habits and develop abilities and skills to solve problems.

CONCLUSION

The motivation most felt by students as *library volunteers* at Gonzaga College High School Library is extrinsic motivation. This motivation comes from outside the student, and usually, there is influence from others, especially from the head

of the library as the supervisor of PPKG activities, supported by an atmosphere of healthy interpersonal relationships, reciprocity from the library to PPKG, safe and healthy working conditions, and this PPKG activity can reduce something negative in students. In addition, intrinsic motivation that is felt more than other aspects is the appreciation of the PPKG work environment, the ability to develop potential in himself, and a sense of pleasure in the heart.

Most of the PPKG activities have a positive impact on the learning process and student achievement in the classroom, such as better grades and a more proficient understanding of information retrieval. In addition, these activities also have an impact.

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On their *leadership* aspects. However, not all felt the impact on their information literacy skills.

This research is expected to provide input for Gonzaga College High School Library so that it can continue to carry out PPKG activities and capture the potential of its librarians, with the hope of fostering a love for the library and as part of the library's efforts in developing the library. In addition, the results of this study can also be used as suggestions for other libraries that want to create similar programs to help develop libraries, especially in schools or other types of libraries.

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