

Information Needs of Muslim Students in Schools

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ABSTRACT

This research aims to find out what are the information needs of Muslim students in the library of SMP Kristen 2 Bandar Jaya. This study uses a qualitative method with a descriptive approach. The location of the research is the Library of SMP Kristen 2 Bandar Jaya Central Lampung. The main subjects of the study were four Muslim students representing grades VII, VIII, and IX. Data collection was carried out through observation, interviews, and documentation. The results of the study show that the information needs of Muslim students are multidimensional, including cognitive needs in the form of general subject matter and basic Islamic literacy such as the stories of the prophet and Islamic history, affective needs that are more integrated with general academic motivation than explicit interest in Islamic collections, and the need for personal integration related to exam preparation, which encourages students to seek alternative sources of information such as the internet and social media when needs are not met in the library and physiological needs in the form of physical accessibility of collections which are still constrained by the limited number and variety of Islamic-themed library materials

INTRODUCTION

Indonesia is a country with a diversity of religions that is constitutionally recognized based on data from the Ministry of Religion (Kemenag) in 2025, the majority of Indonesia's population around 251.3 million embraces Islam, and in second place around 21.2 million embraces Christianity (RI, 2025). With geographical, historical, and social conditions in Indonesia causing the phenomenon where Muslim students attend Christian foundation schools, this phenomenon is a social reality born from various factors, ranging from the limited choice of quality schools, geographical proximity, the academic reputation of the school, to the encouragement of parents to provide the best education for their children regardless of the religious background of the school manager.

The problem of information needs in a multireligious environment in an educational institution is actually closely related to the basic principles of library science law as stated by S.R. Ranganathan in the book (*The Five Laws of Library Science*), namely the first book to be used (*Books for Use*), the second library must have a book for each user (*Every Reader His/Her Book*), three libraries must have open access that everyone will have an interest in every book in the library and every book must be available to that person (*Every Book Its Reader*), four libraries must provide access to users to obtain information as effectively and efficiently as possible (*Save the Time of Reader*), and five libraries must continue to grow in order to survive (*The Library is a Growing Organism*). In this case, it can be seen that the basic legal principle is that "libraries must have books for each user" and "everyone who has an interest in every book or information needs in the library must meet these needs" (Sholihah et al., 2023).

Based on the results of observations and interviews conducted by researchers on Mr. Bagyo as a library employee, the total number of collections in the library of SMP Kristen 2 Bandar Jaya was obtained as many as 4,012 copies, namely there is a reference collection of 683 copies, in the form of 213 copies of the Al-Kitab, 15 copies of the Qur'an, 15 copies of the English Dictionary, 3 copies of the Indonesian Language Dictionary, and 250 copies of the Lampung Language Dictionary. Encyclopedia 115 copies, Atlas 72 copies, and there are also Globe 4 and Map 21. Then there are 1,557 copies of the 2025/2026 school year subject book, and 1,772 copies of the general collection (Bagyo, 2025).

From the results of the pre-research observations, it raises questions about whether the information needs of Muslim students at the Bandar Jaya Christian Junior High School 2 Library have been met properly. Based on the explanation of the problems described above, the researcher is interested in conducting research to find out what are the information needs of Muslim students in the Library of SMP Kristen 2 Bandar Jaya.

LITERATURE REVIEW

Information Needs

The underlying theory of the fulfillment of information needs consists of cognitive needs, affective needs, and personal integration needs. Cognitive needs are these needs that are closely related to the need to strengthen or add information, knowledge and understanding of a person's environment. This need is based on a person's desire to understand and master his or her environment. It is true that people according to the cognitive psychological view have a tendency to and understand control their environment. In addition, this need can also satisfy one's desires, curiosity and inquiry. Affective needs are needs associated with aesthetic reinforcement, things that can be pleasurable and emotional experiences. Various media, both print and electronic media, are often used as tools to pursue pleasure and entertainment. The need for personal integration is often associated with strengthening individual credibility, trust, stability, and status. These needs stem from a person's desire to find self-esteem (Yusup, 2016).

The Need for Information in the Search for Islam

Information needs in Islamic information processing are also based on the needs of cognitive information, the need for affective information, and the need for physiological information. The need for cognitive information is the need for religious information, the need for the learning process and literacy. Affective needs in Islamic search involve a sense of motivation. Physiological needs are basic needs that are contained in a person to do certain activities to achieve goals (needs) (Sunarsih et al., 2025).

Muslim Students

Muslim students are students who have an Islamic personality, which are individuals with noble character, faith, and are able to apply Islamic teachings in all aspects of life (Listiana, 2025).

School Library

School libraries are one of the external factors that affect the learning process and institutions. Libraries are created to help school residents do their jobs, not for other people to use. School libraries are one of the educational tools that help students find what they need to learn. The school's library collection serves as an input component and allows students to produce a process of knowledge transformation in their learning process. Libraries have an important role in helping education at all levels. The future of libraries for future generations must be given access in an interesting and innovative way (Juliанти, 2021).

The library performs several general functions as follows, Information function, library as a provider of various information that includes printed,

recorded materials and other collections. The function of education, the library as a means to implement educational goals. The function of culture, the library as a place to develop, grow culture, creativity in the arts. The function of recreation, the library as a place to develop users' recreational interests through various readings and the use of leisure time. The research function, the library provides a variety of information to support research activities (Darmono, 2007).

METHODOLOGY

This research uses a descriptive qualitative approach, descriptive research aims to describe or describe certain phenomena, situations, or characteristics in a systematic, factual, and accurate manner without manipulating variables or looking for cause and effect.

The primary data source in this study is data obtained directly from Muslim students at SMP Kristen 2 Bandar Jaya Lampung Tengah through interviews and observations in the library of SMP Kristen 2 Bandar Jaya Lampung Tengah. The secondary data of this study is in the form of documentation and other data that supports the research. The data collection techniques used in this study were observation, interviews, and documentation.

In this study, interviews were conducted with Muslim students at Christian Junior High School 2 Bandar Jaya Central Lampung, namely, Putra, as a Muslim student at Christian Junior High School 2 Bandar Jaya Central Lampung grade VII. Yusuf, as a Muslim student at SMP Kristen 2 Bandar Jaya Lampung Tengah, grade VII. Salwa, as a Muslim student at SMP Kristen 2 Bandar Jaya Central Lampung, grade VIII. Salsa, as a Muslim student at Christian Junior High School 2 Bandar Jaya Central Lampung, grade IX.

RESULTS

School libraries should always strive for the needs of their users by always developing collections as information. Analyzing the information needs of Muslim students in the library of SMP Kristen 2 Bandar Jaya is one of the important methods of the library to find out the level of collection needs that are relevant to the needs of users. With the analysis of user needs, it is hoped that the collection can be developed with the needs of users. The following is a collection of books related to Islamic information in the library of SMP Kristen 2 Bandar Jaya.

Table 1. Library Employee of SMP Kristen 2 Bandar Jaya Central Lampung

No	Koleksi	Books	Quantity
1	Reference Collection	Al-Qur'an	15 eksemplar
2	General Collections	Grade VII PAI Book	19 eksemplar
		PAI Grade VIII Book	7 eksemplar
		PAI Class IX Book	11 eksemplar
		Stories in the Qur'an	42 eksemplar
		The Prophet's Narration	22 eksemplar
		Qudsi Hadith	3 eksemplar
		Fiqh, Moral Beliefs, Introduction to Prayer	112 eksemplar
Total			194 eksemplar

This study involved four informants who were Muslim students at SMP Kristen 2 Bandar Jaya, namely Putra (Class VII), Yusuf (Class VII), Salwa (Class VIII), and Salsa (Class IX). The interview was held at the Library of SMP Kristen 2 Bandar Jaya on June 2, 2026 using interview guidelines compiled based on five indicators of information needs, namely cognitive, affective information needs, personal integration, social integration, and physiological information, each of which is also associated with the context of Islamic information search.

a. Cognitive Needs

Table 2. Cognitive Needs

Indicator	Son	Joseph	Salwa	Salsa
Information The Needed	Sports, Lessons Religion, Mathematics	Help Work PR, material Save money	Material lessons and <i>life skills</i>	Material lessons and
Results obtained	Understanding About branch-Branch Sports	Log then Understanding Information	Knowledge new	Understanding new and Knowledge Extras
Way Understanding Information	Search Location comfortable, Read Repeat parts	Read Repeatedly-Repeat with Careful	Read Over and	Notes Points Important

	The Needed			
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The four informants showed cognitive needs that varied according to their class level, ranging from general subject matter, sports, religion, to *life skills*. The most dominant comprehension strategy was repetitive reading, suggesting that students tended to use the repetition method as the primary way of absorbing information, although one of the informants preferred to note key points as an alternative strategy.

b. Cognitive Needs in Islamic Quest

Table 3. Cognitive Needs in Islamic Quest

Indicator	Son	Joseph	Salwa	Salsa
Frequently Found Islamic Books	Islamic storybooks	Book of Acts of the Prophet	PAI package book	Islamic history books
Frequency of searching for the Qur'an/tajweed	Not too often	Only when needed	Not too often	Only during PAI lessons
Library utilization for PAI	Read PAI books and look for assignment references	Reading books	Looking for information about Islam	Preparing PAI materials
Topics encountered	Prayer, Qur'an, hadith	History of Islam	Prayer	History of Islam

It shows that the Islamic collections that students most often encounter are storybooks/stories of the prophet, PAI package books, and Islamic history books, while special references to the Qur'an and tajweed are relatively rarely accessed independently and are generally only used during PAI lessons. One of the informants indicated that there was a lack of collections on the topic of comprehensive Islamic history, in line with the statements of two other informants who both only found limited Islamic history books in the library.

c. Affective Information Needs

Table 4. Affective Information Needs

Indicator	Son	Joseph	Salwa	Salsa
Frequency of visits in free time	Very often	Sometimes	Sometimes	Sometimes
Frequently Searched Information	History and sociology	IPA/Plant	Additional materials and <i>life skills</i>	History, culture, animals, and plants
Favorite information	History books	Types and ways of breeding plants	<i>Life skills</i>	Animals
Reasons to like	Loves history because of its many valuable lessons	Interested in unique rare plants	Increase knowledge of daily skills	Want to know how to take care of a cat

It shows that students' reading interests outside of academic topics tend to lead to topics that are personal and applicative, such as history, *life skills*, and knowledge about animals and plants. This shows that students' emotional involvement with information is greatly influenced by the practical relevance of the information to daily life.

d. The Need for Affective Information in Islamic Search

Table 5. The Need for Affective Information in Islamic Search

They report	Information That Keeps You Motivated to Learn
Son	Information that answers lesson questions
Joseph	Information that helps you understand the material being studied in class
Salwa	Books that add knowledge, for example craft books
Salsa	Task references and new insights

Students' learning motivation is largely supported by information that supports assignments and understanding of class materials, not solely sourced from explicit Islamic collections. This indicates that the affective impulse of Islam in students is still integrated with their general academic needs at school.

e. Personal Integration Information Needs

Table 6. Personal Integration Information Needs

Indicator	Son	Joseph	Salwa	Salsa
Frequency of visits	Very often	3-4 times a week	Rarely, once a week	Rarely, not very often
Information sought for the exam	Information about the lessons to be worked on	Leaked question grid	Subjects according to the material tested	Summary of the material and sample questions
Other sources of information	Social media (Tiktok and Instagram), newspapers, magazines	Internet/Google	Internet	Google
Actions if information isn't found	Go to the district library	Ask the teacher directly or discuss in class	Search the internet or ask a teacher	Ask the teacher
Insights	Kindness, honesty, and time discipline	Political and social developments in Indonesia	Information about <i>life skills</i>	Science, history, and up-to-date information

It shows that the frequency of visits to the library varies, ranging from very frequent to infrequent, with the tendency of students in higher grades VIII and IX to visit the library less frequently than students in grade VII. The internet, Google's search engine, and social media such as TikTok and Instagram are alternative sources of information that are consistently mentioned by informants, indicating a shift in some students' information needs to the digital realm outside of physical libraries. When the required information was not found, the majority of students chose to ask the teacher or search the internet, while only one informant mentioned the option of accessing the regional library as an alternative.

f. Physiological Needs in Islamic Quest

Table 7. Physiological Needs in Islamic Quest

Indicator	Son	Joseph	Salwa	Salsa
Difficulty finding Islamic information	Never had a hard time	Ever, so he asked for the help of the library staff	Never had a hard time	Ever, because the book you are looking for is not available
Hope for school libraries	The cleanliness of book collections is more considered, especially dusty books	Addition of Islamic collections, such as the book of the acts of the prophets	Library is more convenient and collections are expanded	Provision of more Islamic books for Muslim students

It showed that two out of four informants had experienced difficulties in accessing Islamic information due to limited collections available, while the other two informants did not experience problems. The most consistent hope conveyed by the informants was the increase in the number and variety of Islamic-themed collections, considering the school's status as a Christian-based institution with Muslim students as a minority group that still needs its own religious literacy support.

DISCUSSION

Based on the results of the research, the findings of this research contain answers from the formulation of research problems, namely what are the information needs of Muslim students at the Library of Christian Junior High School 2 Bandar Jaya Central Lampung. Based on the results of observations, interviews, and documentation, it was found that the information needs of Muslim students are multidimensional and include three groups of needs, namely cognitive, affective, personal and physiological integration information, each of which has a general content and a special content in the context of seeking Islamic information.

1. Cognitive Information Needs

Based on the results of interviews with the four informants and the documentation of the library collection, the cognitive information needs of Muslim students in the library of SMP Kristen 2 Bandar Jaya Lampung Tengah include the need for general subject matter to support school assignments, such as mathematics, science, and sports.

Cognitive needs in the search for Islamic information there are the need for basic Islamic literacy, namely story books or prophetic stories, Islamic Religious Education (PAI) package books, and Islamic history books, which according to observation results are the most frequently accessed Islamic collections by students. The need for references to the Qur'an and tajwid, based on interviews, turned out to be only sought situationally during PAI lessons. Collection documentation also confirms this finding, because out of a total of 194 copies of Islamic collections, only 15 references to the Qur'an are referenced.

2. Affective Information Needs

The results of the interviews show that the affective information needs of Muslim students in the library of SMP Kristen 2 Bandar Jaya Lampung Tengah include the need for reading that provides pleasure and personal satisfaction outside of formal academic topics, such as history books, knowledge about plants, *life skills*, and knowledge about animals.

The affective need in the search for Islamic information is the need for information that fosters the spirit of learning, namely information that helps answer lesson questions and understand class material, as conveyed by all informants. Field observations reinforce these findings, as the frequency of students' visits to libraries in their leisure time tends to be driven by interest in these personal topics, rather than by explicitly Islamic-themed collections.

3. Information Needs for Personal and Physiological Integration

The need for information on the personal integration of Muslim students in the library of SMP Kristen 2 Bandar Jaya Lampung Tengah includes the need for information to prepare for exams, such as material summaries and sample questions, as well as question grids. The need for alternative sources of information outside the library, namely the internet, Google search engine, and social media such as TikTok and Instagram, were mentioned by all informants. Then the need for information that strengthens insight and confidence, such as a friendly, honest, and

disciplined attitude of time, political and social developments, as well as the latest science and information. The observation results showed that students at the higher grade levels, namely grades VIII and IX, had a lower frequency of visits to the library than students in grade VII, which indicates a tendency for senior students to meet their personal integration needs through digital sources.

The physiological need in the search for Islamic information for Muslim students is related to the physical accessibility of Islamic collections in the library. Based on interviews, two out of four informants stated that they had difficulty finding Islamic information because the required collections were not available. All informants without exception conveyed the same needs and expectations, namely the increase in the number and variety of Islamic-themed collections, including the story books of the prophets and Islamic collections in general, in addition to the need for comfort and cleanliness of the reading room.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of data analysis and research findings regarding the information needs of Muslim students at the Library of Christian Junior High School 2 Bandar Jaya Central Lampung, it can be concluded that the cognitive needs of Muslim students in the form of information on general subject matter, such as mathematics, natural sciences, and sports, to support the learning process at school, and in the search for Islam is manifested in the form of the need for basic Islamic literacy. namely the prophet's story book, the Islamic Religious Education package book, and the Islamic history book, while references to the Qur'an and tajweed are only accessed situationally during the lesson. Then the affective needs of students are related to emotional experiences and pleasures, students show a tendency to like personal and applicative topics, such as history, *life skills*, as well as knowledge of animals and plants, and the search for Islamic information, students are more integrated with general academic motivation than explicit interest in Islamic-themed collections, thus reinforcing that the affective dimension in the search for information Islam can be integrated with the daily learning needs of students. Furthermore, the need for personal integration is related to strengthening the credibility, trust, and individual status of students to prepare for exams and requires alternative sources of information in the form of the internet and social media when needs are not met in the library, and in the Islamic search for physiological needs refers to the physical accessibility of collections and expectations, some students experience obstacles in accessing Islamic information due to the limitations of available collections. All informants expressed consistent expectations in the form of increasing the number and variety of Islamic-themed collections.

Based on the description above, Muslim students have not met all their information needs in the library, therefore efforts are needed to diversify Islamic collections in a sustainable manner so that the library remains relevant as the main provider of religious literacy needs for Muslim students as a minority group at SMP Kristen 2 Bandar Jaya Lampung Tengah.

FURTHER STUDY

For the next researcher, it is hoped that this research can be developed by expanding the number of informants or research locations, as well as examining aspects of fulfilling the religious information needs of minority students from the perspective of policy development of school library collections in more depth.

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