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Library Book Return Compliance Model: A Case Study of Students at Universitas Negeri Padang

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Abstract

Timely book return is essential for maintaining collection availability and effective circulation services in university libraries. Nevertheless, late returns have been observed among Universitas Negeri Padang (UNP) students, while the behavioral factors underlying book-return compliance have received limited integrated attention. This study described UNP students' book-return compliance using the Theory of Planned Behavior (TPB) as an analytical framework. A quantitative descriptive approach was employed involving 100 students. Data were collected using a 25-item questionnaire with a four-point Likert scale and analyzed through descriptive statistics. The findings yielded an overall mean compliance score of 87.33. Among the TPB dimensions, attitude obtained the highest score (91.10%), followed by behavioral intention (89.25%), perceived behavioral control (86.10%), behavior (85.65%), and subjective norm (84.55%). The 3.60-percentage-point difference between intention and behavior indicates an intention–behavior gap, suggesting that favorable intentions were not fully translated into compliant book-return behavior. The comparatively lower subjective-norm score further indicates that individual attitudes, intentions, and perceived control were more prominent than social influence.

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The study concludes that TPB provides a useful framework for profiling students' book-return compliance and identifying the behavioral dimensions requiring institutional intervention. University libraries should strengthen communication, reminders, and return facilities to help translate students' intentions into consistent compliance.

Keywords: Behavioral Intention; Book-Return Compliance; Student Behavior; Theory of Planned Behavior; University Library

INTRODUCTION

University libraries constitute an essential component of academic infrastructure because they support education, research, and community engagement by providing information resources for academic communities (Asaniyah, 2024). Within this setting, circulation services have a strategic role because they regulate borrowing, returning, and renewal of collections used by students for academic purposes (Sunyianto & Pasaribu, 2023). Late returns may reduce the availability of collections for other users and disrupt the continuity of library services (Farriza et al., 2024). The availability of library collections is also an important factor in supporting users' engagement with university library services, indicating that maintaining collection availability is essential for sustaining effective library use (Husna & Nurizzati, 2023). Compliance with book-return rules represents users' willingness to follow service regulations, fulfill their responsibilities as borrowers, and maintain the circulation of shared collections (Putra & Nurizzati, 2025).

The urgency of this issue is reflected in preliminary interviews and observations at the Library of Universitas Negeri Padang (UNP), which indicated that some students still returned borrowed books after the prescribed deadline. Within circulation services, returning materials is a central component of collection management and the enforcement of service regulations (Setyaningsih et al., 2024). The quality of librarian–user interaction is also relevant because clear and informative communication can facilitate users' understanding of service procedures (Saputri, 2025). User education further supports students in understanding library rules, services, and facilities effectively (Laila et al., 2025). The quality and usability of library services may also shape users' experiences, particularly when service systems require users to access information efficiently and navigate available facilities. Research at the UNP Library found that although users generally perceived local-content services positively, aspects of format and ease of use still required improvement (Nugroho & Asmara, 2025).

Previous studies have addressed related issues, but their analytical emphases remain fragmented. Nafis and Etyana (2022) examined the causes of delayed book returns in circulation services. Rifdayanti (2024) focused on students' information-literacy skills using the Big6 model. Evidence concerning information use also suggests that students' ability to understand information and the consequences of rules may support responsible use of library services (Santos & Maia, 2022).

The **research gap** addressed in this study lies in the limited integration of personal, social, and behavioral-control factors into a single framework for explaining book-return compliance. Earlier studies have predominantly identified causes of delay or assessed information-literacy abilities, while the relationship among attitude, subjective norm, perceived behavioral control, intention, and compliant behavior has received limited attention in the context of UNP students. Students' ability to manage time, remember return deadlines, and overcome situational barriers may also shape actual conduct. Perceived capability and control are important components in explaining an individual's tendency to perform a behavior (Ajzen, 2020). Perceptions of information-service quality may further influence users' experiences when interacting with libraries (Mardhotillah & Irawati, 2024). Well-managed library services can strengthen collection utilization and users' service experiences (Margareta, 2022).

To address this gap, the present study adopts the Theory of Planned Behavior (TPB) as its theoretical foundation. TPB proposes that behavioral intention is shaped by attitude toward the behavior, subjective norm, and perceived behavioral control, while intention contributes to the enactment of actual behavior (Ajzen, 1991). The framework can be adapted to specific behavioral contexts by emphasizing constructs that improve contextual relevance (Kufaine, 2024). This approach is consistent with research that conceptualizes attitude as an evaluation of behavior and links such evaluation to the formation of intention (Li et al., 2024).

In this study, attitude refers to students' evaluation of the importance of returning books on time, while subjective norm represents perceived expectations and support from significant others. Perceived behavioral control reflects students' confidence in managing their time, remembering return deadlines, and dealing with possible barriers. Behavioral intention represents the willingness and commitment to comply with return requirements (Hagger & Hamilton, 2024). Compliance behavior refers to the actual act of returning books

within the prescribed period and according to applicable procedures (Sok et al., 2021). The framework therefore conceptualizes compliance as a process that moves from personal evaluation and social influence to intention and, ultimately, action (Li et al., 2024).

The **novelty** of this study lies in applying the TPB framework to construct a model of library book-return compliance among UNP students by integrating five dimensions: attitude toward the behavior, subjective norm, perceived behavioral control, behavioral intention, and compliance behavior. This novelty positions book return as an administrative behavior with direct implications for collection availability and the continuity of circulation services. It is also relevant to the proposition that strong intentions do not always translate completely into actual behavior (Sheeran & Webb, 2016). Specific action planning may help bridge the gap between intention and behavioral enactment (Gollwitzer, 1999). Applications of TPB also indicate that individual evaluations, social support, and perceived capability can help explain behavioral tendencies (Bangun et al., 2023).

Conceptually, compliance is associated with users' responsibility for preserving collections as shared information resources (Nurmustafha et al., 2024). A supportive environment can help students develop the capacity to obtain and use information appropriately (Zahra & Safrida, 2023). The ability to filter and evaluate information is also important in an increasingly digital information environment (Madani et al., 2025). The present study focuses on the model of book-return compliance among UNP students and aims to describe the five constructs and establish an overall compliance model within the university library setting. The study therefore seeks to connect the theoretical explanation of compliance with the practical realities of collection circulation and students' responsibilities as library users within the university library setting.

METHODS

This study employed a quantitative descriptive approach. The quantitative approach used measurable data from a structured instrument, while the descriptive method described information-literacy level and library book-return compliance among students at Universitas Negeri Padang (UNP). Data were obtained from respondents through a questionnaire. Information literacy was identified as the independent variable and return compliance as the dependent variable. However, the instrument blueprint in Chapter III operationalized return compliance through five constructs: attitude toward the behavior, subjective norm, perceived

behavioral control, behavioral intention, and compliance behavior. These constructs served as indicators within the Theory of Planned Behavior framework.

The population comprised 45,955 UNP students from the 2022–2025 entry cohorts. Slovin's formula with a 10% margin of error produced a sample of 100 respondents. Although the sample size is explicitly stated, Chapter III does not specify the sampling technique used to select respondents. Thus, a more specific sampling procedure cannot be reported without adding unsupported information.

Data were collected using a questionnaire based on the study variables and indicators. The instrument contained 25 statements across five constructs: attitude toward the behavior (items 1–5), subjective norm (items 6–10), perceived behavioral control (items 11–15), behavioral intention (items 16–20), and compliance behavior (items 21–25). Responses used a four-point Likert scale scored from 4 to 1. Primary data were obtained through a Google Form distributed via WhatsApp to UNP students from the 2022–2025 entry cohorts. Secondary data were obtained from relevant journals, books, and research reports.

Instrument quality was assessed through content and construct validity. Content validity involved language and subject-matter experts assessing clarity, content, and conceptual relevance. Construct validity used Pearson Product Moment correlation; items were considered valid when the calculated correlation coefficient exceeded the critical value. Reliability was assessed using Cronbach's Alpha in SPSS, with values above 0.60 considered reliable.

RESULTS

1. Description of Research Variables

Table 1. Recapitulation of Research Variable Descriptions

Variabel	Total Score	Maximum Score	TCR (%)	Category
Attitude (X1)	1822	2000	91.10	Very High
Subjective Norm (X2)	1691	2000	84.55	Very High
Perceived Behavioral Control (X3)	1722	2000	86.10	Very High
Intention (X4)	1785	2000	89.25	Very High
Behavior (X5)	1713	2000	85.65	Very High

source: Compiled by the researcher (2026)

Table 1. Recapitulation of Research Variable Descriptions shows that all research variables are categorized as Very High, with TCR values ranging from 84.55% to 91.10%.

Attitude (X1) has the highest TCR at 91.10%, while Subjective Norm (X2) has the lowest at 84.55%.

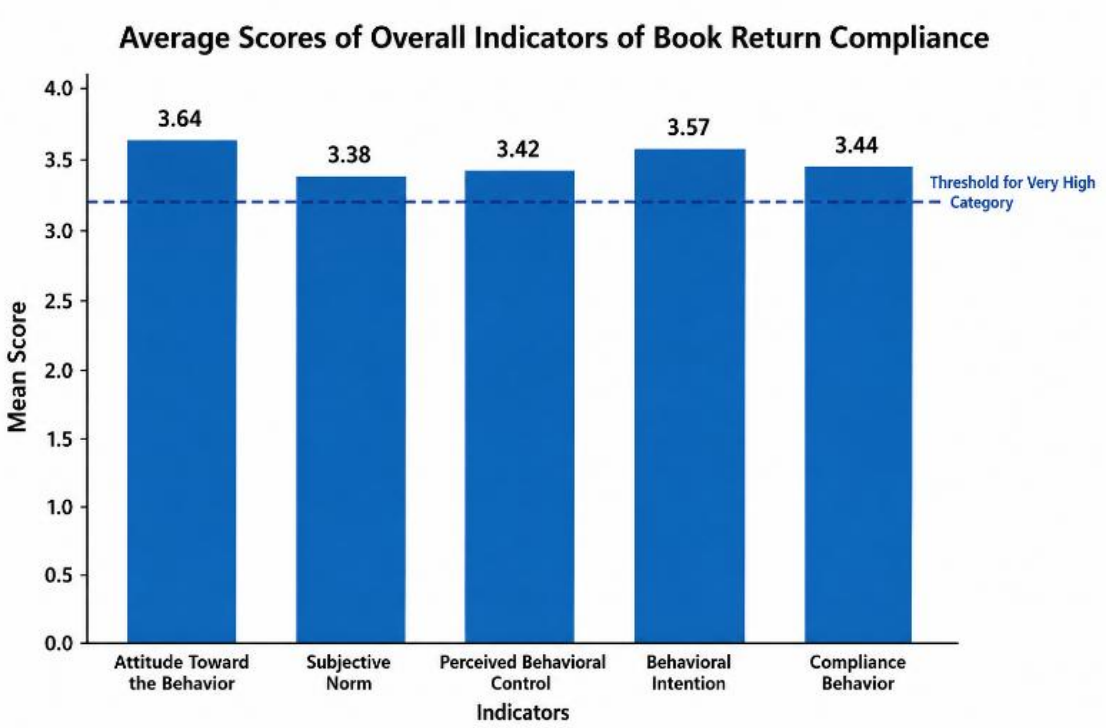


Figure 1. Average Scores of Book Return Compliance Indicators

Figure 1. Average Scores of Book Return Compliance Indicators shows that all five indicators exceed the threshold for the Very High category. Attitude toward Behavior has the highest mean score (3.64), followed by Behavioral Intention (3.57), Compliance Behavior (3.44), Perceived Behavioral Control (3.42), and Subjective Norm (3.38). This indicates that students' attitudes toward compliance are the strongest indicator, while subjective norms have the lowest mean score, although they remain in the Very High category.

Overall, the results indicate that students at Universitas Negeri Padang demonstrate a very high level of compliance with library book returns, with all variables and indicators exceeding the Very High category threshold.

DISCUSSION

The findings indicate that the overall model of library book-return compliance among students at Universitas Negeri Padang (UNP) falls within the very high category, with a combined mean score of 87.33 out of a maximum score of 100. Seventy-three percent of

respondents were classified in the very high category, 25% in the high category, and only 2% in the low category. This distribution suggests that timely book return has generally become a strong compliance practice among UNP students, although a small proportion of students still requires institutional attention. The finding is consistent with the study objective, which conceptualizes compliance as a behavioral process involving attitude, subjective norm, perceived behavioral control, intention, and actual behavior.

Across the five constructs, attitude toward the behavior recorded the highest level, with a TCR of 91.10%, followed by behavioral intention at 89.25%, perceived behavioral control at 86.10%, compliance behavior at 85.65%, and subjective norm at 84.55%. This ordering suggests that students' compliance is driven more strongly by internal evaluations than by external social pressure. The particularly high attitude score reflects students' perception that returning books on time constitutes an important form of academic responsibility. The overall mean of 3.64 further indicates that students do not merely recognize the existence of library regulations but evaluate compliant return behavior positively.

The high behavioral-intention score of 89.25% indicates a strong willingness and commitment among students to comply with library return requirements. Nevertheless, actual compliance behavior was somewhat lower, at 85.65%. The 3.60-percentage-point difference is therefore analytically important because it suggests an intention–behavior gap. In the context of library book returns, students may possess clear intentions to comply but fail to enact them consistently when confronted with situational circumstances such as forgetting deadlines, unexpected time constraints, or disruptions to established routines. This interpretation is consistent with the literature on the imperfect translation of intentions into behavior (Sheeran & Webb, 2016). It also supports the relevance of implementation intentions, whereby a general intention is translated into a specific action plan concerning when, where, and how the intended behavior will be performed (Gollwitzer, 1999).

Perceived behavioral control achieved a TCR of 86.10%, indicating that students generally perceive themselves as capable of fulfilling their book-return obligations. However, the findings suggest that students' self-efficacy is stronger than their perceived control over external constraints. This distinction is important because non-compliance may not necessarily reflect unwillingness; instead, it may emerge when situational barriers interfere with the execution of an otherwise strong intention. Accordingly, effective compliance

depends not only on students' awareness and motivation but also on whether the service environment provides conditions that facilitate timely action. This interpretation corresponds with the TPB framework, which recognizes perceived behavioral control as an important component in the formation and enactment of behavioral intentions.

Subjective norm recorded the lowest TCR, at 84.55%, although it remained within the very high category. This result suggests that social influence contributes to compliance but is less influential than students' internal motivation. Notably, the influence attributed to librarians was perceived more strongly than peer support. This finding highlights the librarian's role not merely as an administrator of circulation procedures but also as a socially influential figure who reinforces compliant behavior through reminders and communication.

Taken together, the findings support the relevance of TPB for explaining administrative compliance within university library services. Ajzen's (1991) framework proposes that attitude, subjective norm, and perceived behavioral control contribute to behavioral intention, which subsequently relates to behavioral enactment. In the present study, the ordering of attitude, intention, perceived behavioral control, behavior, and subjective norm provides empirical evidence that internal motivational factors are more prominent than perceived social pressure. The study therefore extends the application of TPB to a routine administrative behavior within the academic library context.

The findings also extend previous research on library book-return behavior. Nafis and Etyana (2022) examined delayed returns primarily by identifying the causes of late book returns, whereas the present study provides a broader behavioral model based on five interconnected constructs. Farriza et al. (2024) emphasized the importance of users' understanding of return regulations in supporting disciplined behavior. The present findings are consistent with that perspective but indicate that rule awareness alone does not fully explain compliance. Positive attitudes, strong intentions, perceived capability, and supportive service conditions also need to be considered when interpreting students' return behavior.

Theoretically, this study contributes empirical evidence that TPB can be applied to administrative compliance behavior within university library services. The observed intention–behavior gap further extends the discussion of intention–behavior inconsistency to routine academic behavior rather than limiting it to domains such as health or consumer behavior. Practically, the findings suggest that libraries should strengthen communication concerning academic responsibility, optimize librarians' roles as reminders, encourage peer-

based social norms, and provide structural facilities such as online renewal, return drop boxes, and automated deadline reminders. This practical emphasis is also supported by previous research showing that users' satisfaction with book-return services is associated with staff courtesy, return procedures, clarity of sanctions, service speed, and supporting facilities (Amelita Zahra & Asmara, 2025). Such interventions are important because compliance cannot be sustained through individual motivation alone; supportive service structures are also necessary to translate positive intentions into consistent action.

Several limitations should be considered when interpreting these findings. First, the cross-sectional design and reliance on self-reported questionnaire data create the possibility of social desirability bias, particularly because compliance is a socially desirable behavior. Second, respondents were not proportionally distributed across academic programs, with substantial representation from library and information and social-humanities disciplines; consequently, generalization to the broader UNP student population should be approached cautiously. Third, the descriptive design did not statistically test relationships or causal effects among the constructs. Therefore, the observed ordering of the variables and the indication of an intention–behavior gap should be interpreted as descriptive-comparative evidence rather than as evidence of causal relationships.

CONCLUSION

This study examined students' compliance with library book returns at Universitas Negeri Padang using the Theory of Planned Behavior framework. Data from 100 students showed that compliance was very high, with a combined mean score of 87.33 out of 100. Among the measured constructs, attitude recorded the highest achievement level at 91.10%, followed by intention at 89.25%. Positive evaluations of compliant behavior and internal willingness to avoid overdue returns were the strongest foundations of compliance. Subjective norm recorded the lowest achievement level, although it remained very high, suggesting that social influence from peers was comparatively weaker. Perceived behavioral control reached 86.10%, indicating that limited time amid academic and nonacademic activities may still hinder consistent compliance. The difference between intention (89.25%) and behavior (85.65%) demonstrates an intention-behavior gap, showing that strong intentions do not always translate into consistent action.

Theoretically, this study reinforces the applicability of the Theory of Planned Behavior for understanding students' administrative compliance in university library service contexts and institutional practice and highlights the intention-behavior transition. Practically, the findings provide a basis for the Library to strengthen rule socialization, optimize librarians' roles as information providers and reminders, and improve supportive facilities, including online renewals, return drop boxes, and automated notifications. Students should adopt personal reminder strategies and utilize library services to translate intentions into action. Future research should further statistically test relationships among variables, broaden respondent distribution across programs, integrate survey responses with actual circulation data, and investigate determinants of the intention-behavior gap through longitudinal or intervention-based approaches.

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