Optimizing the Use of School Libraries in Improving Students' Literacy Skills at SDN 1 Citamiang

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ARTICLE INFO	ABSTRACT
	This study aims to describe the optimization of the use of school libraries in improving the literacy skills of elementary school students through the implementation of management functions. This study uses a qualitative approach with data collection techniques in the form of observation, interviews, and documentation involving principals, teachers, and library managers at SDN 1 Citamiang. The results of the study show that the optimization of the use of school libraries is carried out through the stages of planning, organizing, directing, coordinating, and controlling which refer to Henry Fayol's management theory. Planning is carried out by analyzing students' literacy needs and designing literacy programs in a structured manner, such as 15-minute reading, reading corners, and regular visits to the library. Organizing is carried out through a clear division of duties and responsibilities between school principals, teachers, and library managers. Briefings are given on an ongoing basis to build reading habits and improve students' reading comprehension. The coordination established between school elements allows literacy programs to run more regularly and integrated with classroom learning. Control is carried out through periodic monitoring and evaluation of the implementation of programs and the use of library facilities. Overall, optimizing the use of school libraries has a positive impact on improving the literacy skills of elementary school students, especially in fostering interest in reading, reading comprehension, and independent learning habits.

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1. INTRODUCTION

Literacy was initially understood as the ability to read and write. However, this understanding has developed along with social, technological, and information dynamics. UNESCO (2004) defines

literacy as *the ability to identify, understand, interpret, create, communicate, and compute using printed and written materials associated with varying contexts*, namely the ability to recognize, understand, interpret, create, communicate, and compute using printed and written materials associated with varying contexts. Thus, literacy is not only seen as a technical skill, but also includes the ability to think critically, understand meaning, and actively interact with the text and the surrounding social context (Freire & Macedo in Mahdianto, 2025). In connection with the importance of language literacy as a basic ability in supporting students' academic achievement and critical thinking skills, supporting facilities are needed that are able to facilitate the development of literacy in a sustainable manner in the educational environment. One of the facilities that has a strategic role in supporting the development of language literacy is the school library.

In the world of education, school libraries have a strategic role as a learning resource center that supports the learning process. School libraries not only function as a place to store books, but also as a means of providing information, developing literacy, and supporting independent learning activities for students. Through the provision of a collection of library materials that are relevant to the curriculum and managed systematically, school libraries can help students expand their horizons, increase reading interest, and support the achievement of educational goals optimally. Therefore, school libraries can be used as the main means in fostering reading interest and improving students' literacy skills.

According to the Law of the Republic of Indonesia Number 43 of 2007 concerning Libraries, school libraries are part of libraries organized in educational units as institutions that manage collections of written works, printed works, and/or recorded works that are professionally managed to meet educational needs. This provision is emphasized in Government Regulation of the Republic of Indonesia Number 24 of 2014, which states that school libraries are organized by primary and secondary education units to support the learning process and the achievement of national education goals. Thus, the school library functions as a learning resource center that provides collections in accordance with the curriculum and serves the information needs of students, educators, and education staff. So it can be concluded that the school library is an institution that must be organized by the educational unit as a learning resource center. School libraries are professionally managed to provide collections that are in accordance with the curriculum to support the learning process, meet the information needs of school residents, and play a role in achieving national education goals.

According to Bafadal (2014), a school library is a work unit that is located in the school environment and functions as a learning resource by providing various library materials to support the teaching and learning process. Sutarno NS (2006) stated that school libraries are educational facilities that play a role in developing reading interests, independent learning skills, and expanding students' horizons. According to Sulistyo-Basuki (1994), a school library is a library that is organized in the school environment to support formal education goals, with collections that are adjusted to the applicable curriculum. Based on the opinions of Bafadal, Sutarno NS, and Sulistyo-Basuki, it can be concluded that the school library is a work unit in the school environment that functions as a center of learning resources and educational facilities. School libraries provide and manage library materials that are tailored to the curriculum to support the teaching and learning process, develop reading interests, encourage learning independence, and expand students' horizons in order to support the achievement of formal education goals.

With this role, school libraries have a significant contribution to improving the literacy skills of elementary school students. Through the provision of library materials that are appropriate to the age and level of development of students, school libraries can foster an interest in reading from an early age, accustom students to interact with texts, and train the ability to understand, process, and use information. In addition, literacy activities that are integrated with learning, such as guided reading and the use of supporting reading books, make school libraries an effective means of building basic literacy skills that are the foundation for students' learning success at the next level of education.

School libraries are one of the places for the preservation of library materials as cultural products and function as a source of information on science, technology, and culture in order to educate the

nation's life and support the implementation of national development (Mudjito, 2003). According to Sulistyo Basuki (1994), the main function of the school library is to help achieve the goals that the school wants to achieve. Meanwhile, the functions of the school library according to Ibrahim Bafadal (2014): (a) Educational Function, (b) Informative Function, (c) Recreational Function, (d) Research and Research Function. According to Rohanda (2000), the function of the library is a center for teaching and learning activities to achieve the educational goals specified in the school curriculum, a simple research center to foster students' creativity and imagination, and to fill free time (entertainment books).

In carrying out these functions, school libraries need to collect, manage and present library materials as a source of information so that they can be used optimally by their users, so that they can expand their horizons and add information for library users. In carrying out these functions, school libraries must collect, manage, and present library materials as a source of information in the best possible way, so that they can be used by users to expand their horizons and add information.

Henri Fayol explained that the management function includes planning, organizing, directing, coordinating, and controlling as a single process to ensure the achievement of organizational goals (Sukarna, 2011). In optimizing the use of school libraries, the five management functions play an important role in managing libraries as learning resource centers. Planning is directed at the preparation of literacy programs and the procurement of collections in accordance with the needs of students, organization is carried out through a clear division of tasks between principals, teachers, and librarians, while direction and coordination aim to encourage student involvement and the integration of the library with classroom learning. Furthermore, control functions to monitor and evaluate the use of libraries on an ongoing basis. The implementation of the integrated management function allows the school library to be used optimally so as to contribute to increasing students' reading interest, reading comprehension, and literacy skills.

Research by Aeni et al. (2025) views literacy as a basic skill that includes reading, writing, critical thinking, and interaction with texts and social contexts, where school libraries play a strategic role as a learning resource center in increasing students' interest in reading and literacy in a sustainable manner. Yuliansyah (2023) emphasized that optimizing the use of libraries through reading habits, reading and writing guidance, and other literacy activities contribute positively to improving the language literacy of elementary school students. Meanwhile, Rahman et al. (2025) found that the use of libraries has not been optimal due to limited facilities, location, and management, so that more interesting facilities and literacy programs are needed. Mohamad et al. (2025) show that comfortable spatial arrangements, interesting reading collections, and cooperation between teachers and schools make libraries effective in increasing students' interest in learning.

2. METHODS

This research uses a qualitative approach with a case study research design. The qualitative approach was chosen because this study aims to understand in depth the phenomenon of utilizing school libraries in improving students' literacy skills in elementary schools. Qualitative research allows researchers to explore the meaning, process, and dynamics of managerial practices carried out by school principals and school residents in managing the maintenance of digital facilities holistically and contextually (Miles, et all: 2014). According to Suharyanto H. Soro (2023), qualitative research is a type of research that aims to understand and interpret social phenomena in depth by placing researchers as the main instrument. This research focuses on the meaning, process, and understanding of an event or human behavior in its natural context. Data in qualitative research is obtained through techniques such as observation, interviews, and documentation studies, then analyzed descriptively to produce a comprehensive understanding of the research object. The case study design was used because the research was focused on one specific location as an analysis unit, namely SDN 1 Citamiang, Purwakarta Regency, with the aim of gaining a deep and comprehensive understanding of the practice (Moleong: 2014).

The target of this research includes all parties directly involved in the management and utilization of digital-based learning facilities and infrastructure at SDN 1 Citamiang. The research population includes school principals, teachers, and education personnel who have roles in planning, implementing, and supervising the maintenance of digital facilities and infrastructure. Given the characteristics of qualitative research that do not emphasize statistical generalization, the selection of informants is carried out by purposive sampling by considering the involvement, experience, and understanding of informants in the management of maintenance of digital facilities and infrastructure in schools. (Source: 2019)

3. FINDINGS AND DISCUSSION

Based on the findings of the research and the results of interviews, it is known that the school library utilization program designed by the principal applies various methods. The program is implemented through several stages of management that refer to Henry Fayol's management theory.

Planning for optimizing the use of school libraries begins with an analysis of students' literacy needs, including reading, writing, and reading comprehension skills according to grade levels.

"Schools analyze the needs of students in literacy programs by paying attention to reading, writing, and reading comprehension skills measured based on each student's grade level." (KS). The school has prepared the library as a center for learning resources that are comfortable, interesting, and easily accessible by arranging a child-friendly space and providing a collection of books that are varied, relevant to the curriculum, and in accordance with the level of student development.

Furthermore, literacy program planning is carried out in a structured manner, such as reading activities 15 minutes before lessons, classroom reading corners, regular visits to the library, literacy competitions, and reading and writing guidance.

"In one week there is a special day, namely Tuesday, which is used for the implementation of literacy programs, where students read books for 15 minutes before entering class. In addition, the school provides a reading corner near the stairs that is easily accessible to students, making it easier for them to acquire and read books." (G1)

Optimizing the use of school libraries requires the active involvement of teachers, librarians, and school principals through the integration of literacy activities with classroom learning and library management coaching. Based on the results of observations and interviews, the planning in optimizing the use of the library at SDN 1 Citamiang has been well prepared, although there are still several programs that have not been documented in writing. In addition, the use of simple media and technology is also planned to support literacy activities. The planning is equipped with a monitoring and evaluation system that is carried out periodically to assess the effectiveness of the program, so that the school library can function optimally in improving students' literacy skills in a sustainable manner.

Organizing in optimizing the use of school libraries is a process of distributing tasks, authorities, and responsibilities in a structured manner so that libraries can be used optimally as a learning resource. The results of observations and interviews with school principals play the role of the person in charge, librarians or teachers appointed as library managers, as well as teachers and students as supporters of literacy activities. The organization aims to create an orderly, directed, and sustainable library management system. Based on the results of the interview, the principal has divided tasks in the school library utilization optimization program. As conveyed by the principal, "There has been a division of duties from the principal in the program to optimize the use of school libraries. This program aims to increase students' interest in reading and especially to improve students' literacy skills at SDN 1 Citamiang." (KS).

Through good organization, the use of the library can be integrated with learning activities in the classroom, such as class visit schedules, routine reading programs, and the provision of reading corners. The three programs have been implemented, although they have not been running optimally and have not been compiled in systematic written documentation. The library not only functions as a place to store books, but also as a center for active literacy activities, so that it can increase reading

interest and literacy skills of elementary school students in understanding, processing, and using information effectively.

The briefing in optimizing the use of school libraries is an effort to provide guidance, motivation, and instructions to all school residents so that libraries are used effectively as a means of increasing literacy. The principal and teachers play a role in providing direction to librarians, classroom teachers, and students regarding the procedures for using the library, the selection of reading materials that are in accordance with the level of student development, and the habituation of regular reading activities. Continuous briefings encourage the creation of a literacy culture in elementary schools. Through clear and consistent direction, students become more motivated to utilize the library as a learning resource. This has a positive impact on improving students' literacy skills, especially in reading skills, understanding reading content, and fostering an interest in reading from an early age.

"Every time they finish reading a book, the teacher always directs the students to return the books that have been read to the appropriate shelf. In addition, teachers also ask students to make a synopsis of the books that have been read as an effort to train students' reading comprehension and literacy skills." (G2)

The findings show that the briefing carried out by teachers does not only focus on the discipline aspect in the use of the library, but is also directed at actively strengthening students' literacy skills. The appropriate book return activity trains students' responsibility towards the library material, while the assignment of making a synopsis encourages students to understand, process, and reconvey the content of the reading in their own language. Thus, the briefing provided by teachers serves as an effective pedagogical strategy in fostering reading habits while improving students' literacy skills in a sustainable manner.

Coordination in optimizing the use of school libraries is a process of harmonizing cooperation between school elements so that library activities run effectively and support each other. Coordination involves school principals, librarians or library management teachers, classroom teachers, and students in planning and implementing literacy programs. Through good coordination, the use of libraries can be integrated with learning activities in the classroom. Continuous coordination allows the implementation of literacy programs, such as library visit schedules and regular reading activities, to run regularly. With the same goals and harmonious cooperation, libraries can be optimally utilized as literacy centers. This has a positive impact on improving the literacy skills of elementary school students, especially in increasing reading interest and understanding of reading materials. Effective coordination is a key factor in the success of school literacy programs, because without good coordination, the use of libraries tends not to run optimally and is sporadic.

"At SDN 1 Citamiang, coordination between teachers, librarians, and the school is very important so that the use of the library runs in a directional and sustainable manner." (KS)

In addition, good coordination also plays a role in ensuring the continuity of the implementation of literacy programs in schools. Through planned communication and cooperation between related parties, each literacy activity can be adjusted to the needs and conditions of students. Structured coordination allows schools to identify obstacles that arise in the use of libraries and formulate solutions together, so that literacy programs can run more effectively, directed, and sustainable in supporting the improvement of literacy skills of elementary school students.

Control in optimizing the use of school libraries is an important stage to ensure that all library programs and activities run in accordance with the planned and set goals. Control is carried out by the principal together with teachers and librarians through monitoring and evaluation activities on the level of library utilization, the implementation of literacy programs, and the condition of library collections and facilities. In addition, control also includes assessing the suitability of library programs with the needs of students and its integration with the learning process in the classroom. The results of the control show that periodic monitoring allows schools to identify various obstacles in the use of libraries, such as the low frequency of student visits, limited variations of reading materials, and the lack of optimal integration of libraries with learning activities. These findings are the basis for schools

to make improvements and follow-ups, both through adjustments to literacy programs, collection development, and increasing the role of teachers in utilizing libraries as learning resources.

"Control is needed to ensure that the literacy program runs effectively. Monitoring and evaluation are also carried out regularly, to determine the level of utilization of regional resources in improving students' literacy skills" (KS)

Consistent control has been proven to contribute to increasing the effectiveness of the use of school libraries as a learning resource. This is reflected in students' increased interest in reading, understanding of reading, and independent learning habits. Thus, control not only serves as a monitoring tool, but also as a sustainable evaluative mechanism to maintain the sustainability of literacy programs and ensure its impact on improving the literacy skills of elementary school students.

4. CONCLUSION

Based on the findings of the research and the results of interviews, it shows that the optimization of the use of school libraries at SDN 1 Citamiang has been carried out through management stages that refer to Henry Fayol's theory, including planning, organizing, directing, coordinating, and control. In the planning stage, the school analyzes students' literacy needs based on grade level and designs literacy programs in a structured manner, such as routine reading activities, reading corners, library visits, and reading and writing guidance. The library has been prepared as a convenient and accessible learning resource center, although there are still some programs that have not been systematically documented in writing.

The organization of literacy programs involves the principal as the person in charge, teachers and librarians as managers, and students as the subjects of literacy activities. The division of duties and authority allows libraries to be integrated with classroom learning through various literacy programs, although the implementation is not yet fully optimal. Briefings conducted by school principals and teachers play an important role in fostering a literacy culture, not only through reading habits, but also through activities that train reading comprehension, responsibility, and information processing skills, such as making synopses and managing library materials in an orderly manner.

Coordination and control are factors that support the sustainability of school literacy programs. Coordination between school elements allows literacy programs to run regularly and in harmony with student needs, while control through periodic monitoring and evaluation helps schools identify obstacles and make program improvements. Overall, consistent control contributes to increasing students' reading interest, reading comprehension, and independent learning habits, so that school libraries function effectively as literacy centers in improving the literacy skills of elementary school students in a sustainable manner.

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