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School Library Management in Increasing Students' Reading Interest through Structured Literacy Programs in Elementary Schools

Indah Permatasari^{1*}, Neti Karnati², Winda Dewi Listyasari³, Aldo Redho Syam⁴, Muhammad Takdir⁵
Manajemen Pendidikan, Universitas Negeri Jakarta, Jakarta, DKI Jakarta, Indonesia
[1*indah_1111824067@mhs.unj.ac.id](mailto:indah_1111824067@mhs.unj.ac.id), [2neti.karnati@unj.ac.id](mailto:neti.karnati@unj.ac.id), [3winda.dewi@unj.ac.id](mailto:winda.dewi@unj.ac.id),
[4aldoredhosyam@unj.ac.id](mailto:aldoredhosyam@unj.ac.id), [5muhammadtakdir@unj.ac.id](mailto:muhammadtakdir@unj.ac.id),

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Abstrak

Penelitian ini bertujuan mendeskripsikan kontribusi manajemen perpustakaan sekolah dalam meningkatkan minat baca siswa melalui program literasi terstruktur di SDN Pondok Kelapa 07, sebagai respons terhadap rendahnya capaian literasi dasar siswa sekolah dasar di Indonesia. Penelitian ini berargumen bahwa pengelolaan perpustakaan yang sistematis, didukung kegiatan literasi terencana, mampu memperkuat kebiasaan membaca dan keterlibatan siswa. Pendekatan yang digunakan adalah kualitatif deskriptif dengan teknik pengumpulan data berupa analisis dokumen, observasi selama Kunjungan Wajib Perpustakaan, wawancara informal dengan berbagai pihak sekolah, serta analisis rekapan peminjaman buku. Hasil penelitian menunjukkan bahwa manajemen perpustakaan yang terstruktur, termasuk pembagian peran organisasi, jadwal kunjungan wajib, dan standar kegiatan literasi, berkontribusi terhadap meningkatnya partisipasi membaca siswa. Program literasi juga menghasilkan berbagai produk literasi dan menunjukkan perbedaan preferensi bacaan antara kelas rendah dan tinggi. Penelitian ini memiliki keterbatasan karena hanya melibatkan satu sekolah dan berfokus pada data administratif. Studi selanjutnya disarankan melibatkan lebih banyak sekolah atau mengkaji perkembangan literasi secara longitudinal.

Kata kunci: manajemen perpustakaan sekolah; minat baca; program literasi terstruktur; siswa sekolah dasar.

Abstract

This study aims to describe how school library management contributes to enhancing students' reading interest through a structured literacy program at SDN Pondok Kelapa 07, responding to the low basic literacy achievement among Indonesian elementary students. The study argues that systematic library management, supported by well-planned literacy activities, can strengthen students' reading habits and engagement. Using a descriptive qualitative approach, data were collected through document analysis, observations during Mandatory Library Visits, informal interviews with school stakeholders, and analyses of book-borrowing records. The findings show that structured library management including clear role distribution, scheduled library visits, and standardized literacy activities promotes increased student participation in reading. The program also produces various literacy outputs such as reading journals, book reviews, critical reading sheets, and reflections, while differences in reading preferences across grade levels indicate alignment with students' developmental stages. The study is limited to one school and relies heavily on administrative data; therefore, psychological aspects of reading motivation remain unexplored. Future research should involve more schools or longitudinal literacy studies.

Keywords: school library management; reading interest; structured literacy program; elementary school students.

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INTRODUCTION

Improving the quality of basic literacy in schools is a strategic agenda in national education development, given that various studies show that the literacy skills of Indonesian students remain relatively low. Low reading comprehension, minimal reading habits, and weak literacy motivation are consistent in recent research findings (Irma et al., 2021; Sukmaranti et al., 2021; Pitoyo, 2020). This situation encourages schools to strengthen library management as a learning resource center that not only provides collections but also organizes structured and sustainable literacy programs (Rauf & Niaga, 2021; Nurlia et al., 2021).

Various challenges still hinder the growth of elementary school students' reading interest. Obstacles such as limited up-to-date collections, poor quality library services, minimal innovation in literacy programs, and increasing digital distractions have been widely reported (Hadi, 2020; Fiqriansyah, 2021; Ardiansyah, 2020). Librarian capacity and library integration with learning are also often suboptimal (Astuti et al., 2020), while the lack of variety and inconsistency of literacy programs also weaken their impact (Rohim & Rahmawati, 2020). This situation reinforces the need for professional, program-based library management as a strategy to increase reading interest.

PISA 2022 data demonstrates the urgency of reading literacy in Indonesia. Only around 25% of students achieve the minimum competency level, far below the OECD average of 74%, with Indonesia's reading literacy score at 359 points, down from 371 in 2018. This downward trend underscores the need to improve reading instruction starting in elementary school. In this context, school libraries play a strategic role as the heart of literacy activities and lifelong learning, not simply as a place to store and borrow books.

From a lifelong learning perspective, school libraries function as centers for literacy, information, and the development of students' potential (Sari et al., 2024; Triyuwono et al., 2025). Libraries provide a space for literacy experiences through activities such as reading aloud, critical reading, book discussions, writing, and digital literacy such as podcasts (Iskhak et al., 2021). When managed effectively, libraries can foster a meaningful reading culture that is embedded in students' daily lives (Aprianti, 2025; Cahyani et al., 2025).

SDN Pondok Kelapa 07 is an example of a school that develops structured library management through a Mandatory Library Visit Program integrated with Reading Journal, Book Review, Critical Reading, and Reading Reflection activities. Permata Cendekia Library has won First Place in the Elementary School/Islamic Elementary School Library Competition at the East Jakarta City Administration Level in 2025 and organizes various programs such as Tuesday Series, 15 Minute Reading Movement, Literacy Podcast, Writing Workshop, Reading Corner, and Literacy Parenting. Circulation data shows a significant increase: from 652 visits in 2023 to more than 3000 in 2025, with a diverse collection such as folk tales, children's novels, and simple encyclopedias. This school literacy program is in line with GLS, Permendikbud No. 23 of 2015, and Law No. 43 of 2007, and is supported by research findings on the effectiveness of targeted literacy in elementary schools (Nurkayati, 2020).

This study aims to describe library management, map the implementation of a structured literacy program, and analyze its impact on student reading interest. Theoretically, this research contributes to the development of school library management studies within the context of structured literacy.

RESEARCH METHODS

This section should include the location and time of the research, the research method, the approach, and the data collection and analysis methods used. Research methods are essentially

the steps or procedures used in collecting, processing, and analyzing data to describe the solution to the research problem and/or test the hypothesis.

2.1 Research Design

This study uses a descriptive qualitative approach that aims to describe in depth the library management process and the implementation of a structured literacy program at SDN Pondok Kelapa 07. This approach was chosen because it allows researchers to understand phenomena naturally, namely how the Compulsory Library Visit program and the Reading Journal, Book Review, Critical Reading, and Reading Reflection activities take place in a real context without variable manipulation. This design is relevant because the focus of the research rests on the processes, interactions, and experiences of library users, which are methodologically more appropriately explained through a qualitative approach (Irma et al., 2021; Rohim & Rahmawati, 2020).

A qualitative descriptive approach also aligns with the characteristics of literacy research, which emphasizes the depiction of reading practices, literacy strategies, and the dynamics of student motivation. Various studies support the use of this design in literacy studies because it allows researchers to comprehensively capture phenomena, including how reading strategies influence reader comprehension and participation (Fahas, 2021; Banditvilai, 2020). Furthermore, the development of reading interest and literacy motivation is closely related to reading habits and self-regulation, making a qualitative approach effective for exploring these aspects (Putri et al., 2021; Diasti & Mbato, 2020). The teacher's perspective as a facilitator of literacy activities is also an important aspect that can be captured through in-depth exploration, as explained by Hidayat and Musthafa (2020) who stated that group-based literacy practices or routine programs will shape reading motivation if supported by strong pedagogical support.

SDN Pondok Kelapa 07 was selected as the research location through a purposive sampling technique considering that this school has special characteristics relevant to the research focus. One of the main considerations in selecting the location was the achievement of the Permata Cendekia Library as the winner of the 2025 East Jakarta City Administration Level Elementary/Islamic Elementary School Library Competition. This achievement shows that this school library has met the standards of good management, is innovative, and has superior and sustainable literacy service practices. In addition, this school also consistently implements a Mandatory Library Visit Program that is integrated with Reading Journal, Book Review, Critical Reading, and Reading Reflection activities. With these characteristics, SDN Pondok Kelapa 07 is considered representative as a research location to examine in depth how library management contributes to increasing students' reading interest through a structured literacy program.

The research sample consisted of four main groups according to the survey instrument:

Table 1. Informant Groups and Focus of Research Questions

Informant Group	Number of Questions	Main Question Focus
Headmaster	13	Planning, organizing, actuating, controlling, and evaluating the impact of library management in supporting literacy programs.
Library Manager	12	Collection management, library services, program innovation, evaluation mechanisms, and the impact of services on student literacy activities.
Teacher	8	Utilization of libraries in learning, students' reading interests, teacher-librarian collaboration, and the impact of literacy activities on the learning process.
Student	7	Frequency of visits, duration of reading, types of books of interest, participation in literacy activities, librarian assistance, library comfort, and suggestions for facility development.

2.3 Data Collection Techniques & Instruments

Data collection in this study was conducted through four main techniques: document analysis, observation, informal interviews, and a review of loan records. These techniques were chosen to obtain a comprehensive overview of library management and the implementation of the structured literacy program at SDN Pondok Kelapa 07.

Table 2. Data Collection Techniques and Instruments

Data collection technique	Short Description
Document Analysis	Review visit reports, literacy programs, activity summaries, and student worksheets to map literacy activities and evidence of library management implementation.
Library Activity Observation	Observing Mandatory Library Visits related to activity flow, student-librarian interactions, collection utilization, and facility conditions and spatial layout.
Informal Interview	Exploring the views of librarians, teachers, principals, and students regarding library management, services, collaboration, and reading interests.
Loan & Visit Summary	Analyzing loan circulation data and frequency of visits as objective indicators of reading interest and effectiveness of literacy programs.

2.4 Data Analysis Techniques

The data analysis in this study used the Miles and Huberman qualitative analysis model, which includes data reduction, data presentation, and conclusion drawing. This technique was chosen because it aligns with the research objective of describing library management patterns and literacy program implementation in depth.

2.4.1 Data Reduction

At this stage, all data from documents, observations, interviews, and loan summaries were selected, categorized, and simplified according to the research focus. The data were grouped into categories such as library management, literacy program implementation, student participation, and reading interest indicators.

2.4.2 Data Presentation

The results of the reduction were compiled into narrative descriptions and tables to facilitate researchers in seeing patterns and relationships between categories. Data presentation was used to understand the program flow, the roles of each actor, and the dynamics of literacy activity implementation.

2.4.3 Drawing Conclusions

Researchers drew meaning from the presented data to formulate findings regarding the impact of library management on student reading interest. Conclusions were open-ended and reviewed repeatedly to ensure they aligned with field data.

2.4.4. Triangulation

Data validity was strengthened through triangulation of sources and methods, namely comparing the results of documents, observations, interviews, and borrowed data. Triangulation ensures that research findings are credible and do not rely on a single type of data.

RESULTS AND DISCUSSION

3.1 School Library Management

Library management at SDN Pondok Kelapa 07 demonstrates a systematic approach aligned with school library management principles, encompassing organizational structure, collection and service management, literacy policies, and support for facilities and resources. This management implementation serves as the foundation for the success of the school's structured literacy program.

3.1.1 Library Organizational Structure

The organizational structure of the "Permata Cendekia" Library at SDN Pondok Kelapa 07 demonstrates a structured and hierarchical governance pattern. At the highest level, the principal is primarily responsible for library policy and development direction. Under him are the vice

principal for curriculum and the head of the library, who are tasked with integrating literacy programs with learning and ensuring the smooth running of the library.

The head of the library leads four main service sections, namely:

Table 3. Data on the Organizational Structure of the Permata Cendekia Library, Pondok Kelapa 07 Elementary School

Structure Level	Position	Role Description
Main Leadership	Headmaster	Responsible for policy, library development direction, and strategic decision maker.
Managerial	Vice Principal for Curriculum	Integrate library programs with the school curriculum and ensure literacy supports the learning process.
Core Manager	Head of Library	Manage library operations, plan literacy programs, coordinate services, and monitor all activities.
Main Services	1. Library Services	Providing direct services to students: borrowing, reading on the spot, guidance in selecting books, and literacy program support.
	2. Technical Services	Managing collection administration, cataloging, classification, shelf arrangement, and maintenance of library materials.
	3. ICT Services	Managing digital devices, activity documentation, digital literacy media, audio-visual devices, and podcast facilities.
	4. Young Librarian / Literacy Ambassador	Trained students who help with literacy promotion, reading culture campaigns, simple assistance, and creative activities such as reading stories and literacy publications.

This organizational structure demonstrates a clear division of tasks and fosters literacy roles that collaboratively involve all elements of the school. The presence of Junior Librarians and ICT services reinforces the library's role as more than just a collection provider, but also a center for fostering a technology-based literacy culture and student participation.

3.1.2 Collection and Service Management

Program documents indicate that the library offers collections of fiction, nonfiction, educational comics, folklore, and thematic collections in Indonesian and science used in various literacy programs. Services provided extend beyond lending to:

1. on-site reading service,
2. librarian guidance services when students choose books,
3. supporting services for activities such as reviews, reading aloud, literacy performances,
4. reading corner facilities, reading terraces, and comfortable reading rooms.

The management of these services appears consistent with school literacy indicators, such as the collection's support for literacy competitions, market days, classroom experiments, and writing workshops, as documented in the school's literacy activity report. This variety of services supports the development of a rich and participatory literacy ecosystem.

3.1.3 Literacy Policy: Mandatory Visit Schedule & Activity Standards

The library implements a mandatory library visit, which is scheduled for each grade level every month. This policy ensures that all students, from grades 1 to 6, are regularly engaged in reading activities.

The four core literacy activities used as standards are:

1. Reading Journal – record summaries and personal responses after reading.
2. Book Review – critically assessing the contents of a book.
3. Critical Reading – answer text-based questions to practice deep understanding.
4. Reading Reflection – re-expressing the experience and meaning of reading.

Each activity produces documented products, such as journals, reviews, and student writing, which then serve as indicators of literacy development. The existence of activity standards and implementation processes demonstrates that the library implements program-based management, not just lending services.

3.2 Implementation of Literacy Program

The literacy program at SDN Pondok Kelapa 07 is structured through a mandatory library visit policy and four core literacy activities. The program is designed to foster a reading culture through habituation, critical thinking training, and the production of literacy works. Each activity has a documented implementation process, instruments, and outputs.

3.2.1 Mandatory Library Visits

1. Monthly and Class Schedule

Mandatory library visits are scheduled monthly for all grades I–VI. Each class receives a dedicated schedule developed by the head librarian in collaboration with the accompanying teacher. This scheduling system ensures that all students receive equitable and consistent access to literacy. The monthly schedule is also used to determine the cycle of literacy activities (journals, reviews, critiques, and reflections), ensuring that each student has the same learning targets within a given period.

2. Teacher and Librarian Mentoring Mechanism

The implementation of literacy activities is carried out through a collaborative pattern between librarians and teachers, where:

- The librarian's job is to prepare the collection, provide initial guidance, guide book selection, and accompany the reading process.
- The accompanying teacher monitors discipline, helps students fill out journals, and assesses or verifies students' work.

Literacy documents show that this collaborative mechanism also supports other activities such as reading aloud, Tuesday Series, literacy competitions, writing workshops, and various project-based activities that directly involve students. This support ensures that literacy activities are effective, orderly, and meet school standards.

3.2.2 Four Main Literacy Activities

The four main literacy activities at SDN Pondok Kelapa 07—Reading Journal, Book Review, Critical Reading, and Reading Reflection—are designed to develop the ability to understand, evaluate, and express the content of reading. Through the Reading Journal, students record book titles, summaries, new vocabulary, and personal comments, so they become accustomed to understanding reading in depth and monitor the development of reading interest. Book Review trains students to assess characters, plot, moral values, and express opinions critically; some reviews are even made into videos for the class portfolio. The Critical Reading activity uses Student Worksheets (LKPD) containing inferential and analytical questions to improve higher-order thinking skills and thorough understanding of text content. Reading Reflection emphasizes students' personal experiences, including moral messages or feelings after reading, thus helping to build emotional engagement and the ability to express ideas.

3.2.3 Activity Output

The implementation of the literacy program produces various real outputs in the form of:

Table 4. Output of the Literacy Program at SDN Pondok Kelapa 07

Output Type	Description
Reading Journal	A collection of student reading notes for one semester, containing summaries, new vocabulary, and personal reflections.
Book Review	Individual or group book reviews, covering story elements and critical assessment; including video documentation of the review.
Class Work	Literacy products such as poetry anthologies, short stories, reading reports, and thematic works created together in class.
Wall Magazine & Art Corner	Display of literacy works from Tuesday Series, Language Month Literacy Competition, Writing Workshop, and other creative activities.

This output is not only evidence of program implementation, but also an indicator of the growth of productive literacy and the level of student appreciation for reading.

3.3 Borrowing Data & Reading Interest Indicators

Library book borrowing data throughout 2025 showed a significant increase, indicating growing student interest in reading at SDN Pondok Kelapa 07. The mandatory library visit policy and its integration with structured literacy activities ensured consistent borrowing across all classes. In addition to borrowing figures, interviews with teachers and students revealed high enthusiasm for library visits, which contributed to the emergence of literacy works, including two books written and published independently by students.

The trend of visits and borrowings at the Permata Cendekia Library has also seen a drastic increase. The number of visits increased from 652 in 2023 to 3,958 by November 2025, in line with more structured library management and a more systematic literacy program. The July–November 2025 period recorded 300 book borrowings, demonstrating that students are not only reading in the library but also borrowing books to read at home, which they then document through reading journals and book reviews. This increase in activity is in line with the increase in literacy products such as journals, reviews, and classwork each month.

The variety of books students are interested in also shows different patterns based on grade level. Students in grades I–III prefer picture books, fables, educational comics, and simple folk tales, while students in grades IV–VI read more children's novels, popular science books, biographies of children's characters, fantasy stories, and science comics. This is reflected in the work they produce: students in lower grades tend to write journals and simple reviews, while those in higher grades produce poetry, short stories, in-depth reviews, and even literacy podcasts. These differences confirm that literacy programs evolve according to students' developmental stages and are able to encourage increasingly complex literacy engagement at higher grade levels.

3.4 Impact on Students' Reading Interest

The implementation of a structured literacy program and systematic library management at SDN Pondok Kelapa 07 has been proven to contribute to increasing student interest in reading. This is evident in the increasing number of visits and book loans throughout 2025, the consistent collection of reading journals, and the increase in literacy works such as book reviews, short stories, and class anthologies. Mandatory library visits with a regular schedule get students used to interacting with books so that reading becomes a habit, not an obligation. Stable and high visitation data indicates that the library has become an active learning space for students.

Qualitative indicators from interviews also demonstrated student enthusiasm for the library schedule, including motivation to read new books and participate in literacy activities. Students demonstrated discipline in filling out journals, completing reading materials, and following teacher and librarian instructions. Increasingly diverse reading preferences, from picture books to children's novels and science comics, demonstrate the development of students' ability to choose reading materials according to their interests and ability levels. The increasing variety of literacy products, including written works, bulletin boards, and podcasts, as well as the success of two students in publishing books, demonstrate that structured library management not only increases reading interest but also fosters productive literacy and student creativity.

3.5 Discussion of Findings with Previous Studies

The study's findings indicate that structured library management, including mandatory visit policies, standardized literacy services, and diverse collections, can increase students' interest in reading. These findings align with previous research, which asserts that school libraries can become centers for developing a culture of literacy if managed with good governance, varied services, and consistent programs (Irma et al., 2021; Sukmaranti et al., 2021). Studies by Athiyallah et al. (2024) and Ikhsan (2023) also emphasize that strategically designed library services can encourage sustainable reading habits, especially when supported by routine activities and librarian mentoring.

The organizational structure of the SDN Pondok Kelapa 07 library, which includes the principal, vice principal for curriculum, head of library, and library service units, technical, ICT, and literacy ambassadors, demonstrates the application of collaborative management. This clear division of roles aligns with the findings of Irma et al. (2021) and Ardiansyah (2020) regarding the importance of school leadership and library management competency for successful management. The support of young librarians and ICT services reflects a modern library that is adaptive to students' digital literacy needs, as emphasized by Marini (2022) regarding the role of digital libraries in sparking reading interest.

The four main literacy activities reading journals, book reviews, critical reading, and reading reflection have been proven effective in improving students' reading habits and critical thinking skills. These findings align with research by Astuti et al. (2020), Rohim and Rahmawati (2020), and Lamatenggo et al. (2024), which showed that structured and ongoing literacy activities can improve students' reading comprehension, writing skills, and engagement with texts. Critical reading activities also align with the HOTS-based literacy approach recommended in the national curriculum.

School literacy programs such as 15-Minute Reading, Tuesday Series, writing workshops, reading corners, and literacy podcasts reflect the comprehensive implementation of the School Literacy Movement (GLS). These findings align with research by Fiqriansyah (2021), who found that systematic implementation of GLS increases student literacy activities. Nugroho et al. (2024) also demonstrated that optimizing library services through regular schedules and collaboration between teachers and librarians directly increased reading participation.

Finally, the increase in book borrowing (300 borrowings in the July–November 2025 period), the surge in library visits, and the increase in student literacy work reinforce the findings that regular access to books, comfortable reading spaces, and creative literacy programs significantly influence reading interest, as confirmed by Fiqriansyah (2021), Sukmaranti et al. (2021), and Athiyallah et al. (2024). Students' enthusiasm in interviews indicates that reading interest is developing intrinsically, even resulting in tangible achievements such as two students successfully writing and publishing books. Programs such as literacy podcasts and class wall magazines also demonstrate modern multiliteracy practices that encourage literacy expression through various media.

CONCLUSION

This study shows that structured library management and a systematically designed literacy program at SDN Pondok Kelapa 07 significantly contributed to increasing students' interest in reading. This is evident in the high activity of borrowing books in 2025, increased library visits, and the increase in student literacy works, including reading journals, book reviews, and even the publication of two student-written books. Students' consistent enthusiasm for the library visit schedule also strengthens the finding that reading interest develops intrinsically. Practically, these findings emphasize the importance of structuring library management, scheduling regular literacy sessions, providing reflective instruments, and collaboration between teachers and librarians.

This study has limitations because it was conducted in only one school, used administrative data, and did not fully examine the psychological aspects of students' reading motivation. Therefore, future research is recommended to expand the study location, adopt a longitudinal

approach, and incorporate analysis of motivational factors and family support. Thus, this study not only illustrates the effectiveness of the existing model but also paves the way for developing more innovative and evidence-based school library management.

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CORRESPONDING AUTHOR'S BIODATA



Indah Permatasari, the corresponding author, is an educator based in Jakarta. She completed her undergraduate studies in Primary School Teacher Education (PGSD) at Universitas Muhammadiyah Prof. DR. HAMKA (UHAMKA). She is currently enrolled in the Master's program in Educational Management at Universitas Negeri Jakarta (UNJ). With a consistent professional track record in education dating back to 2014, she effectively bridges practical experience with advanced educational management theory. Contact Person (CP): 081287602700