

## **School Library: Between Hope and Reality**

**Firmansyah**

MAN 1 Muara Enim, Indonesia

e-mail: [firmansyahabuman@gmail.com](mailto:firmansyahabuman@gmail.com)

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### **Abstract**

Libraries, with recent innovations, should be seen not just as organizations that manage books and other publications, but also as institutions that manage information resources using information technology. The School Literacy Movement should be able to reestablish the school library's primary function as the hub of student literacy information. Not only can renewable management improve school literacy, but it can also improve the operation of the library. Educational libraries should be used to address substantive issues and incorporate them into school goals.

**Keywords:** Hope; Reality; School Library

### **A. Introduction**

Where are students most passionate and busy visiting during recess? Canteen or library? This subject is worth investigating in light of the fact that the reading interest of the Indonesian people remains quite low. According to the results of the 2018 Program for International Student Assessment (PISA) study, released by the Organization for Economic Cooperation and Development (OECD) as the organizer on Tuesday, December 3, 2019, students' ability to read in Indonesia reached an average score of 371, while the OECD average was 487 (Febriana, 2021). The study results placed Indonesia as the sixth lowest rated country out of 74 countries that participated in the poll. Furthermore, according to the PISA study results, at least 30% of Indonesian students have Level 2 reading skills, which include being able to identify the main ideas of intermediate reading, finding information based on explicit, sometimes even complex criteria, and determining the purpose and form of the text when reading it. A statistic that should worry us all, considering the importance of reading in expanding and developing our knowledge.

Reading is a sequence of actions that can help a person's cognitive skills improve by allowing them to produce, identify, and analyze information offered in writing (Astuti & Puspita, 2022). Reading, according to this concept, is a process of comprehension. Of course, understanding the substance of the reading will provide us with information and knowledge. Reading is a habit that all Indonesian residents, particularly students, should develop (Siswandari, 2021). Reading is essential in everyday life, especially for students seeking to acquire and improve their

knowledge. "Books are a treasury of wisdom," as the adage goes. Reading is essential." Furthermore, as stated in QS Al-Alaq [96] verses 1-5, reading is an order from Allah SWT to all men. "Read in the name of your Lord Who created," it says. He formed man from a blood clot. And your Lord is the Most Gracious, as you read. Who instructs (people) through *kalam*. He showed man what he didn't know." Those who enjoy reading have superior academic ability than students who are not interested in reading. Those who enjoy reading are also more likely to think creatively.

In general, interest may be defined as a proclivity to seek out or engage in activities in a specific subject. A child's good attitude toward environmental issues is also termed as interest. Some view interest as a continual inclination to pay attention and appreciate an activity that is accompanied by a sensation of pleasure. Reading interest is a strong desire within a person to read (Fahmy et al., 2021). The joy of reading, understanding of the advantages of reading, regularity of reading, and quantity of reading books read by youngsters are all aspects of reading interest (Yetti, 2012). Personal variables and institutional factors, according to (Anggriani, 2020), are the two key categories that determine reading interest. Personal elements are characteristics that a person possesses, such as age, gender, IQ, reading ability, attitudes, and psychological requirements. While institutional elements are external to a person, they include the availability of a variety of reading materials, the financial position of parents, and the impact of parents, teachers, and peers. Of course, the availability aspect of the quantity and varieties of reading books is closely connected to libraries, particularly school libraries.

The process of planning, organizing, mobilizing, and overseeing the work unit in order to gather, store, and maintain a collection of reading materials that is handled systematically and structured in a certain way is included in the library as a learning resource organization (Zohriah, 2018). A library that is nicely arranged Systematically, directly or indirectly, can give direct comfort in the educational and learning processes in schools (A. Mangnga, 2015). The role of the school library in nurturing and promoting reading awareness is critical. The school library provides pupils with access to information and knowledge. Do the majority of school libraries satisfy the requirements required to have a significant impact in promoting students' reading interest?

According to the Indonesian National Standard on Libraries, every school library has a goal and a vision. The aim, collection, and processing of library contents, human resources, services, space, infrastructure, and budget are all important considerations. The mission of the school library, according to SNI 7329:2009, is to provide information and ideas that are the foundation for functioning well in today's information and knowledge-based society; it is a means for students to be skilled in lifelong learning and able to develop the power of thought so that they can live as responsible citizens.

The structure of a library as a learning resource is a necessary in education (Law No. 2/1989, article 35) (A. Mangnga, 2015). The school library is more than just a place for students to read in their leisure time; it may also serve as the major hub for student learning materials. The school library exists to provide a learning resource center to help students develop and expand their interest in reading, information literacy, talents, and abilities. To assist the teaching and learning process in schools, the guideline for building school library collections encourages libraries to improve their collections and provide library resources in various forms of media and formats. The school library's collection grows in response to the activities of the teaching and learning process in schools. Collection creation is aimed at a student-to-title ratio in order to boost reading interest. Every year, libraries add at least 10% of their overall book collection.

The school library serves four broad functions: 1) the educational function, in which all facilities, and infrastructure of the school library, particularly collections, can assist students in the learning process; 2) the informative function of the school library is to provide collections that are informative on matters relating to the interests of teachers and students; 3) the function of creation is not the main function, but its position is very important in the effort to increase intellectual and inspiration; 4) the research function creates collections in the school library to be used as research material or for simple research (Novriliam & Yunaldi, 2012).

However, many schools have still not been able to organize the establishment of an appropriate library. Libraries are sometimes regarded an inconsequential component of the school, let alone idolized, and they are not often frequented. The school library has a small book collection that is dominated by textbooks rather than other collections. Adding a collection of school library books is not seen as a high priority of school activities. Not unexpectedly, one element in students' reluctance to come and read in the school library is the school library's low, limited, and out-of-date assortment of books. Aside from a shortage of book collections owned by the school library, many school libraries lack basic infrastructure.

## **B. Methods**

This article examines important papers and focuses on the present school library phenomenon. The articles used in this paper were found by searching the keywords "School Library," "the role of the library," "the effectiveness of a school library," "the ideal of a school library," and "government commitment through the library" in three Pubmed databases, Google Scholar, and Science Direct over the last five years.

## **C. Results and Discussion**

### **Collection**

The following collections must be owned in the library, according to the 2013 National Standard Guidelines for Madrasah/Ibtidaiyah Elementary School Libraries: (a) Books (text books, curriculum supporting books, reading books, reference books, and biographical books), (b) Publication's periodicals (magazines, newspapers), and (c) Audio Visual. A library's principal draw is its collections. The availability of suitable collections that fulfill the demands is a crucial component in making the library extensively used by users.

The school library has a duty to provide collections that are compatible with its surroundings as well as with the growth and demands of its users. Students may enhance their knowledge, widen their perspectives, develop their character, and mature their culture by having access to appropriate reading materials at the library. Continuity of education supported by the availability of library materials to equip students to find an appropriate position in society (Syam, 2019).

One of the purposes of making library collections available is to become a way of meeting the requirements of users and inspiring them to develop an interest in reading. Even in research done at SMA Negeri 1 Dungaliyo, Gorontalo Regency, it was discovered that library collections had a substantial impact on students' reading interest as shown by the intensity of student visits to the library (Huradju et al., 2020).

The best use of library materials is required to assist the process of student learning activities in promoting the accomplishment of educational goals at the school. As a result, schools require collection development in order to supply students with renewable collections. Collection development is an activity that aims to connect users with information sources contained in the library environment or information units, and it includes activities such as collection selection, collection procurement, collection maintenance, collection promotion, collection weeding, and utilization collection evaluation.

If the school library is correctly managed, it may assist educate pupils on a continual basis by allowing them to read the books offered by the library (Hikmat, 2020). The school library goes through the process of selecting and selecting all of its collections, as well as adding or eliminating collections that are rarely utilized, by carrying out collection development activities.

## **Management of Library**

The library should manage itself appropriately, referring to the real management function (Rokan, 2017). The role known as POSDCORB, which stands for planning, organizing, staffing, directing, coordinating, and budgeting, must be carried out as efficiently as possible in order for the school library to progress. Furthermore, according to (Zohriah, 2018), libraries may function successfully as educational and information institutions provided they are supported by strong administration. The administration of all institutional operations guarantees that all elements in the institution operate in accordance with the institution's or library's regulations, seeking to accomplish the established goals.

A study conducted at SMA Negeri 1 Pringsewu by (Fiquriansyah, 2021) discovered a significant influence of library facility management on students' reading interest, a significant influence of library service management on students' reading interest, and even a significant influence of library facilities management and management of library services on students' reading interest.

Libraries are not something that can be managed by everyone. School libraries, as a location to get diverse learning materials, must be managed by experts who have the skill and aptitude to properly manage school libraries. Indeed, (Fitriyani & Pramusinto, 2018) discovered a favorable and substantial relationship of library amenities, service quality, and librarian performance on public interest in visiting the Regional Library.

## **Teachers' Participation**

The school library is an essential component of the entire educational curriculum. School libraries, along with other educational components, affect the effectiveness of the education and teaching process. Students may learn continually by using the library. Of course, educators' responsibilities extend beyond the teaching process in the sense that they transmit knowledge to students, develop student talents, and shape student abilities, such as the ability to absorb, absorb, evaluate, conclude, and discuss knowledge, but they also touch on what is learned. This is referred to as "stimulating" students to appreciate reading. According to study (Nopitasari, 2021), there is a good association between the role of the instructor and reading interest. This suggests that the teacher's involvement in the classroom has anything to do with the amount of enthusiasm in reading. Furthermore, study (Prastia & Palupiningdyah, 2016) demonstrates that the teacher's role has an 83% positive effect on interest in reading in the library of SMK Negeri 1 Salatiga with very excellent criteria, implying that as the teacher's position improves, so will interest in reading in the library.

There are several strategies for instructors to actively promote reading enthusiasm. One of them is making use of the school library as a resource for students' learning.

Teachers must comprehend and be aware that the library serves as both a source of reading materials and an information source for educators and pupils. Teachers should be able to encourage pupils to visit the school library on their own as part of their learning activities. The hosting of competitions or specific activities is undoubtedly a component that might provide opportunity for students to use the library as a source of reading materials. Changes in the educational system need instructors' ability to create questions that are more focused on students' reading abilities.

### **Literacy Culture Development through Gempusta**

Students may widen their perspectives, improve their thoughts, and boost their creativity by reading. The capacity to read is the driving force for the rise of reading interest, and the habit of reading is the driving factor for the establishment of a reading culture. Schools are institutions in charge of fostering a reading culture, which is an important component of learning activities. According to Chapter 3, Article 4 Paragraph 5 of Law Number 20 of 2003 Concerning the National Education System, education is attained via the development of a literacy and numeracy culture for all members of society (Salma & Mudzanatun, 2019). Literacy culture attempts to actualize the habit of thinking that occurs as a result of the activity of reading and writing and generating works by participating in these activities. Literacy is more than simply being able to read and write. Literacy entails being technologically literate, thinking critically and politically, and being conscious of one's surroundings (Sunanda et al., 2020).

The establishment of a literacy culture in the community is critical to the development of Indonesian human resources, particularly in this disruptive period (Mansyur, 2019). A high level of public interest in reading can boost comprehension and reasoning capacity in the analytical, critical, and reflective processing of information. According to a study (Salma & Mudzanatun, 2019) conducted at SDN Tlogosari Kulon, there was a favorable influence of the school literacy movement on students' reading interest. Furthermore, (Khusna et al., 2022) noted that there are various elements that encourage and impede school literacy activities. One of the aspects supporting the effectiveness of school literacy programs is the active engagement of schools in the form of teacher supervision. The instructor works with students' parents to complete the phases of literacy habituation. The construction of a literacy-rich atmosphere also helps literacy programs in schools succeed. Meanwhile, a lack of parental involvement and the absence of 15 minutes of specific reading time are issues impeding literacy performance in schools.

Literacy and numeracy are fundamental abilities that play a vital role in defining a country's quality. Literacy and numeracy are employed as the emphasis of learning in education and are specified as competence criteria that students must meet. Reading, writing, and mathematics give pupils with resources to help them adjust to life outside of the classroom (Dwi Noerbella, 2022). Because of the shift in the style of

the national test to the Computer-Based National Assessment (ANBK), students must have strong reading abilities (Rahmania, 2021). One of the government's attempts to increase student reading abilities in preparation for ANBK is the School Literacy Movement (GLS). In general, the GLS is encouraged in order to foster the character of lifelong learning. GLS, on the other hand, has the potential to promote citizen literacy and the educational environment, transforming schools into a delightful learning park for knowledge management. So that learning may continue at the same time.

The first step of habituation, the second stage of development, and the third stage of learning are the three phases of literacy that may be used in schools to help students improve their literacy. Few schools have completed the GLS implementation. According to a study (Wiratsiwi, 2020) conducted in SD Gugus 01, Singgahan District, Tuban Regency, the school only implemented GLS in the first stage, namely the habituation stage, due to several obstacles such as a lack of student interest in reading, a lack of reading books, and a lack of support from students, teachers, and parents in the implementation of GLS. The most prevalent problems faced in the GLS program are both a lack of infrastructure and the absence of a GLS facilitator team (Rahmania, 2021). The GLS, which the government has created, should be the primary emphasis of schools in preparing pupils to face ANBK.

The next fiercely debated topic is the reform in the Joint Selection for State Higher Education (SBMPTN) system in 2023. According to an official release, the adjustment in the 2023 SBMPTN is in keeping with Merdeka Learning's larger objective, which is to deliver an education system that prioritizes students' needs while upholding the ideal of fairness. The exam pathway will focus on testing thinking and problem-solving abilities. There is no longer a topic exam in this selection, simply a scholastic test that assesses four things: cognitive potential, mathematical reasoning, literacy in Indonesian, and literacy in English. The questions in this collection will test students' thinking ability rather than memory. The emphasis on literacy is the government's primary objective in selecting the future 2023 SBMPTN.

The difficulty of revamping the present education system should drive schools to reintroduce the library as the core of the school reading center. Socializing the value of reading so that a thorough visit to the library and maximum use of the library as a source of knowledge is an essential requirement. In addition, collaborate on the development of unique and innovative literacy initiatives. *Gempusta*, or the *Gerakan Gemar ke Perputakaan* (Movement of Willingness to the Library), is one of them. As a public awareness campaign that encourages people, particularly students and instructors or lecturers, to enjoy visiting to the library and connecting the learning process with reading activities. Students are provided comprehension and habituation using *Gempusta* to make the library a valuable learning resource in aiding the learning process. As a result, the library may serve as a hub for the development of reading interests and habits in the larger community.

It is crucial to revive the school library in order to actualize it as a renewable source of reading. Revitalization of the library is an accompanying effort to restore the role of the school library in accordance with its goals and functions, particularly through reforming school library management, so that the school library can return to its role as the heart of the school and increase in number in an effort to increase students' reading interest (Siti Munawarah, 2020). Meanwhile, according to (Setiawan & Nuryana, 2020), revitalization is an effort to strengthen the role of school libraries by applying good and measurable management principles to strengthen the vision, mission, and policy of library programs in order to improve library services as a school learning resource center. Not only must the current infrastructure in one library be improved, but library administration and book collections must also be updated as part of the revitalization effort to revitalize the library itself. Furthermore, the quality of librarians must be increased, including both their talents and skills in managing libraries and offering outstanding service (Setiawan & Nuryana, 2020).

### **School Libraries should be Web-Based**

School libraries, according to (Puspitasari, 2016), must be well managed in order to give outstanding service to members, officials, and leaders. The ease with which members obtain information promptly and accurately demonstrates good service. A web-based school library information system that eliminates manual book searches, data processing, and transactions can make it easier for students to look for and read books online using a media browser by login into the school library website to borrow and return books in the library. According to research (Himmah & Azisi, 2019), there is a significant influence between the growth of information technology and library services, particularly facilitating library staff work, stimulating user interest, and modernizing the library's facilities. To find a book, for example, the system switches from a manual catalog card to an OPAC (Online Public Access Catalog). By inputting keywords such as subject, author, publisher, and so on, OPAC will quickly discover the book you're looking for.

Libraries must offer services based on electronic libraries, digital libraries, or virtual libraries in order to respond to the dynamics and growth of information technology. The creation of a digital-based system capable of storing library ownership in 'big data' has had a beneficial impact, including the ability to minimize the number of rooms necessary to keep collections, which are typically in physical form. Furthermore, the digital system offers access to references outside of work hours. Furthermore, if the librarian already has a collaborative network of libraries, obtaining information from other libraries can be extremely beneficial to students (Setiawan & Nuryana, 2020).

The library automation system is also a critical demand in the industrial age 4.0. The library automation system incorporates the library management process through the use of information technology. In relation to the role and function of libraries as a

force in the preservation and dissemination of scientific and cultural information developed with human information needs, the use of information technology in libraries will increase work efficiency and service quality to users (correct information, correct users, and present).

This library information system makes it simpler for officers to handle data on borrowing and returning books, as well as creating reports, and it becomes an efficient way of assisting members in the process of looking for and reading books online. Libraries are part of the development in the supply of increasingly electronic resources such as e-books, online catalogs, reference management systems, online bibliographic databases, and online journals with the introduction of digital technology that is connected via the internet. These resources make it easier to gain access to more current knowledge and information, boost exposure to high-quality, current content, improve bibliographic research, and, of course, give tools for establishing and maintaining personal collections of literature.

#### **D. Conclusion**

To present an ideal school library as standardized in SNI 7329:2009 concerning school libraries, it is certainly not as simple as turning the palm of one's hand, because there are still many obstacles to overcome, such as funding issues, facility and infrastructure issues, human resource issues, field practices that are not in accordance with policy decisions, and so on. We surely don't anticipate the school library to be a lonely, unoccupied space with a limited collection of dusty and old volumes on unstable shelves yearning for student and teacher visits. The state of the school library, which does not serve the goal of boosting educational quality, must be addressed quickly. The school library repair program or library revitalization must be created and conducted with the participation of several parties, and must include at least parts of library room repair, book purchase, and capacity building for library managers. With the intention, willingness, and hard work of all school components, particularly school leaders as policy holders and makers, the desire to achieve the desired quality so that the school library can truly be a means of supporting education and increasing student reading interest can be realized. Until then, the question "Where are students more excited and visiting during break time?" We don't mind answering "library or canteen."

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