# School Library Administration Management Towards a Literacy-Based Educational Learning Center for Elementary School Students

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| Article Info | ABSTRACT |
|---|---|
| **Keywords:** *School Library; Administration Management; Learning Literation; Education Learning Center; Integrated Islamic Elementary School* | This study reviews the strategy of transforming school libraries into learning centers that focus on educational literacy, taking into account the effectiveness of managerial supervision in supporting these changes. This study aims to examine the transformation of school libraries into educational literacy-based learning centers through an analysis of the effectiveness of library administrative mengement at Integrated Islamic Elementary School, Palopo City. Qualitative methods are the focus of analysis of research findings through the application of ethnographic approaches. The subject of this study was the library manager. Data collection techniques by conducting observation activities as well as interviews with respondents to collect information or data to support data analysis. The results of the confirmed analysis of the progressivity of the administrative management of school library services showed a percentage increase of all observed sub-indicators. From the results of this study, it can be seen that the transformation of school library services has increased significantly from the comparison of the 2023-2024 period. The implication of this study is the importance of strengthening the role of school library operators in effectively and consistently managing all sub-sectors of the transformative library administration service arrangement. |
| **Informasi Artikel** | **ABSTRAK** |
| **Kata Kunci:** Perpustakaan Sekolah; Manajemen Administratif; Literasi Pembelajaran; Pendidikan Pusat Pembelajaran; Sekolah Dasar Islam Terpadu | Penelitian ini mengulas strategi transformasi perpustakaan sekolah menjadi pusat pembelajaran yang berfokus pada literasi edukatif, dengan mempertimbangkan efektivitas supervisi manajerial dalam mendukung perubahan tersebut. Penelitian ini bertujuan untuk mengkaji transformasi perpustakaan sekolah menjadi pusat pembelajaran berbasis literasi edukatif melalui analisis efektivitas manajemen administratif perpustakaan sekolah pada Sekolah Dasar Islam Terpadu (SDIT) Kota Palopo. Metode kualitatif dijadikan fokus analisis temuan penelitian melalui penerapan pendekatan etnografi. Subjek penelitian ini adalah pengelola perpustakaan. Teknik pengumpulan data dengan melakukan kegiatan pengamatan sekaligus wawancara bersama responden untuk mengumpulkan informasi atau data pendukung analisis data. Hasil analisis terkonfirmasi progresivitas pengelolaan administratif layanan perpustakaan sekolah menunjukkan persentase peningkatan dari keseluruhan sub indikator yang diamati. Dari hasil penelitian ini, dapat diketahui transformasi layanan |

perpustakaan sekolah meningkat signifikan dari perbandingan masa 2023-2024. Implikasi dari penelitian ini adalah pentingnya memperkuat peran operator perpustakaan sekolah dalam mengelola secara efektif dan konsisten dari semua sub sektor penataan layanan administrasi perpustakaan yang transformatif.

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## INTRODUCTION

Education is a strategic investment in human resource development, which serves as a transformative force that equips individuals with the competencies needed to thrive in an increasingly complex and competitive world. As mandated in Law Number 20 of 2003 Article I Paragraph 1, education is a conscious and planned process designed to foster an environment where students can actively develop their intellectual, moral, spiritual, and practical capacities. In this context, education is not simply a process of knowledge transmission, but a holistic effort to form individuals who possess critical thinking, ethical integrity, emotional intelligence, and adaptive skills.

The urgency of quality education is becoming increasingly evident given the global demands that require innovation, resilience, and intercultural competence. Without a solid foundation for education, the risk of stagnation and marginalization increases, both at the individual and societal levels. Therefore, improving the quality of education is not an option, but a must.

One of the components that is often underutilized but very strategic in this effort is the school library. Far beyond bookshelves, school libraries serve as dynamic learning hubs that support inquiry-based learning, literacy development, and independent thinking especially at the elementary level, where basic cognitive and affective skills are formed (Pancheshnikov, 2014; Sin, 2012). Thus, reorganizing and strengthening school library management is an important step in advancing the goals of national education and broader human development (Sargent et al., 2011).

According to the law that governs libraries, it is explained that a library is an institution that skillfully manages various kinds of works including writing, printing, or recording, using standardized rules. It aims to meet the needs in various fields such as education, research, preservation, information, and entertainment for visitors. Then, according to research conducted by Wine et al. (2023), libraries have an important role as an

environment where children can grow up to be insightful individuals and love to read to realize the tradition of reading from an early age. Especially for children in primary school (ages 6-12), this phase is considered a crucial stage in their intellectual development, where they tend to accept new knowledge quickly and form new habits.

School libraries have a crucial role in supporting the development of educational literacy among students. According to the Ministry of Education and Culture (Kemendikbud) in 2016, literacy is defined as the skill to access, understand, and apply information wisely through various activities such as reading, observing, listening, writing and communicating. According to Begum et al. (2021), reading literacy is a personal skill to understand, use, and think about written texts with the aim of achieving life goals, as well as to increase self-knowledge and opportunities. Meanwhile , the meaning of educative in the Great Dictionary of the Indonesian Language (KBBI), means to educate or related to education. However, according to Marmoah et al. (2022), Indonesia is ranked second lowest in terms of world literacy, indicating a low level of interest in reading and literacy. UNESCO indicates that Indonesia's love of reading and literacy is very low, reaching only 0.001%, which means that out of 1000 Indonesians, only 1 person shows interest in reading. According to Asmayawati et al. (2024), the small interest in reading in Indonesia is influenced by several factors, with the existence of various types of entertainment, games, and television shows that are less educational. Furthermore, many television programs tend to distract from reading activities that have the potential to degrade children's literacy culture.

For Indonesians who have a low level of functional literacy, the government has the goal of improving the quality of reading activities beyond the basic level. In this context, reading will obtain information that supports people in living their daily lives and work, in accordance with the views conveyed by Sikora et al. (2019). Therefore, to improve literacy culture, especially in the school environment, one form of habituation that can be done is to provide a library equipped with adequate facilities. Although it is known that many schools have school libraries, many of them are not well managed which has an impact on students' interest in visiting has not experienced a significant increase in the aspect of nurturing children's literacy talents. This management includes presenting a diversity of book collections and other media support (Chyne et al., 2023; Sachdeva & Tripathi, 2019).

In fact, the presence of school libraries is believed to be a strategic step to improve the literacy situation in Indonesia, teach the importance of reading, and encourage interest in reading among children. Along with the development of education and the increasingly complex demands for literacy, the transformation of school libraries into educational literacy-based learning centers is an urgent challenge (Archambault et al., 2024; Urmston, 2021).

The transformation of school libraries involves not only the provision of written materials and other resources, but also includes strategic changes in the management and utilization of libraries as learning centers (Smith & Magnani, 2019; Wilkie et al., 2022). In this context, library managerial is key to ensuring libraries are not only a provider of

books, but also as a dynamic and relevant learning alternative. The role of managerial supervision in library management is becoming increasingly important considering the change in the concept of school libraries which are increasingly oriented towards educational literacy.

School library modernization refers to efforts to update and improve library systems, services, and resources to match technological developments and contemporary educational demands (Sarroub & Schroeder, 2023; Wendt & Rockinson-Szapkiw, 2014). This involves the application of information technology, changes in the design of spaces, the development of collections, and the improvement of services so that libraries can be more efficient, relevant, and support learning. An effective school library plays a central role in supporting the learning process and literacy development among students. According to Bartošová et al. (2015), school library transformation refers to a series of changes and adaptations made in school libraries to keep up with the times, technology, and educational needs. This transformation process aims to increase the relevance, efficiency, and positive impact of school libraries on student learning and development.

Library managerial supervision is an approach that focuses on the management aspect of library management. The main goal of library managerial supervision is to improve the operational effectiveness and overall performance of the library. This involves supervision and guidance on managerial tasks, strategic planning, and decision-making made by library staff or managers. Library managerial supervision can also involve aspects of leadership, communication, and coaching to create a productive and collaborative work environment within the library (Gerrity, 2018; Sadler & Zeidler, 2009). School library administration is essentially a process that aims to maximize individual contributions, material resources, and budget plans in order to achieve library goals. In this context, library management is described as an effort to manage libraries based on the principles and theories of management of library administration and supervision of library services. In the school environment, it can be seen that the focus of library management is more on empowering and encouraging human resources, while administration emphasizes practical aspects such as curriculum, equipment, school finances, and other routine tasks, while the supervision of services aims to supervise the productivity of library services.

Several previous researchers have focused attention on certain aspects related to the transformation of school libraries. For example, some researchers focus on library management in supporting the digital literacy movement (Supriati, 2021), Library transformation strategies based on social inclusion, Library transformation as a means of overcoming information access gap, Transformation of school libraries in increasing students' interest in reading, School library management in improving literacy for students, and Literacy and tolerance for reading materials in libraries (Aditia & Irwasnyah, 2023). However, there are still limitations in the scope of the research, especially in terms of integrating the effectiveness of library managerial supervision as a determining factor in library transformation. The limitations of this study provide a gap

for further research that can provide more in-depth insights into the role and impact of managerial supervision on the progress of school libraries.

Libraries play an important role in providing students with access to diverse literature and information resources. By providing a library in each school, it can provide a means for students to develop their literacy, reading, and scientific study skills. Bowler's view written by Moehring et al. (2016), regarding the main target of children's services in libraries includes three aspects. First, the library aims to present a variety of library materials that are shown in an interesting and easily accessible way for children. Second, the goal is to provide direction to children in choosing books and other library materials. Third, libraries strive to foster, develop, and nurture the pleasure of reading to children. And fourth, supervising the productivity rate of its services. However, the most crucial aspect in increasing the effectiveness of libraries is the sustainability of individual reading interests and library management skills that are able to stimulate reading interest. Regulation Number 43 of 2007 concerning Libraries, Chapter III Article 15 Paragraph (2) that "library land must be located that is easy to access, safe, comfortable, and has a clear legal status". Unfortunately, not all schools can manage their libraries optimally. The limited library space and the number of reading books are important factors that need to be considered to meet the literacy needs of students.

Initial observations and interviews conducted at SDIT Darussalam Palopo on Friday, Februari 7, 2025, as revealed by the resource person who is one of the education staff at the school, show that the condition of classroom facilities and the availability of reading books in the library are still very concerning. School libraries that should be able to function as learning spaces seem inadequate and do not fully support the optimal learning process. The limited availability of these facilities can affect the comfort and effectiveness of learning for students. In addition, the situation of the school library also shows shortcomings in terms of the availability of reading books. This condition reflects the low diversification of book collections and the possibility of a lack of resources in library management. These limitations can be an obstacle in motivating students to read and access information, which should be the main goal of libraries as learning centers.

In addition to field observations, preliminary documentation studies were also conducted to provide a comprehensive picture of the condition of libraries and education at SDIT Darussalam Palopo. Through the documentation study, information was obtained about school policies related to library management, existing literacy programs, and evaluation of previous learning outcomes. An analysis of the initial documentation study reflects that library-related policies may need refinement, and existing literacy programs can be evaluated to improve their effectiveness. Previous learning results also provide an overview of student literacy trends and potential aspects that need to be improved.

This combination of field observation and initial documentation study provides a strong foundation for formulating the research focus, namely the effectiveness of school library managerial supervision. Thus, this study not only aims to provide an in-depth understanding of the library as a learning center at SDIT Darussalam Palopo, but also to

identify ways of improvement and development that can be implemented based on the findings of observation and documentation studies.

## METHOD

This research uses a qualitative method through the application of a field research approach based on empirical science studies, but still requires quantum data in its analysis. In order to facilitate the collection of information and research data, research respondents were involved, including library staff, teachers, and participants who used library services at SDIT Darussalam Palopo as research subjects by interacting directly to explore information on the extent of the influence of library managerial activities in supporting the transformation of educational literacy-based learning centers, especially at SDIT Darussalam Palopo.
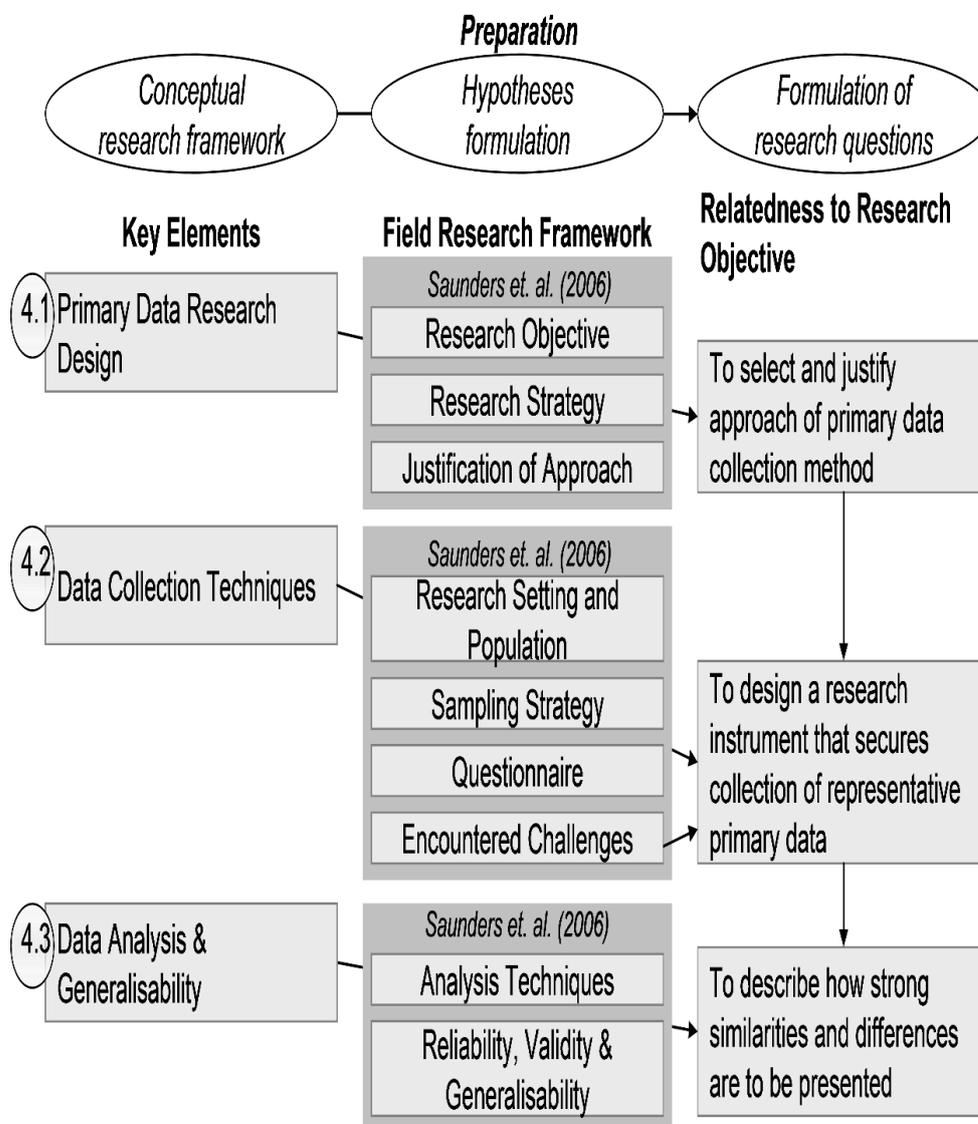


**Figure 1.** Field Reseach Method Design Based on Empirical Science Studies Adapted from Saunders et. al. (2006)
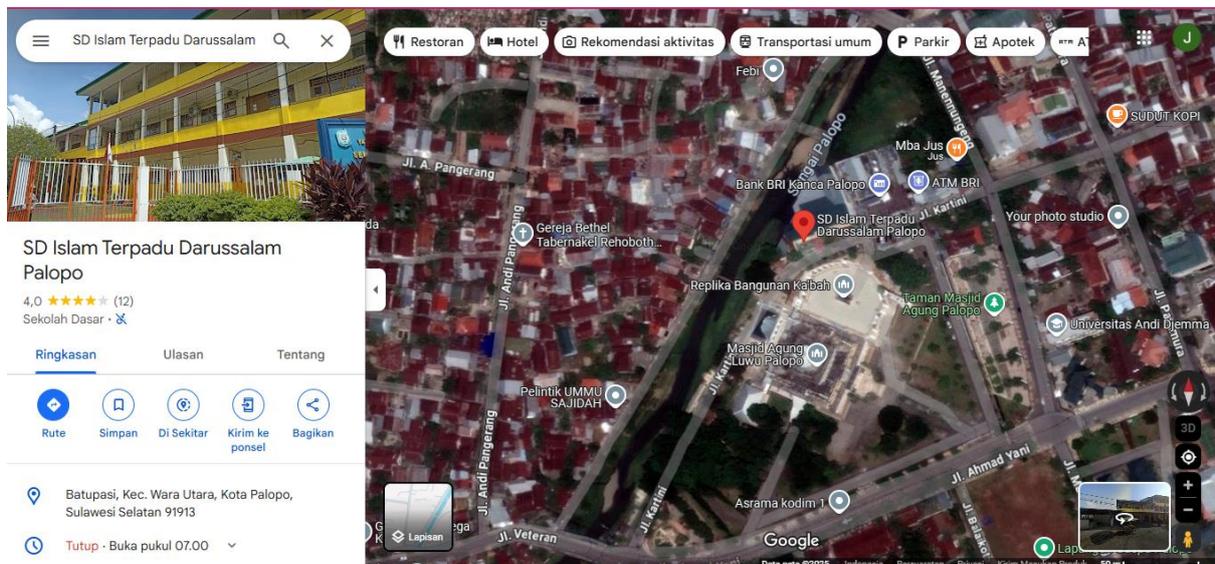
**Figure 2.** SDIT Darussalam Palopo School Plan Google Maps Version

For two months, this research was carried out at SDIT Darussalam Terpadu which is located at Jl. KH. Mr. Ramli, Palopo City. During this period, specifically from January to February 2025, the research focused on examining the school's evaluation data regarding the performance of library services from 2023 to 2024. The data served as analytical material to support the improvement and enhancement of library service management at the school where the research was conducted.

This information was used as analytical material to support the improvement and enhancement of school library service management at SDIT Darussalam Palopo. In the first month, the research was concentrated on collecting information about the management of library service administration that had occurred at the school. The following month was concentrated on empirical analysis in determining strategic steps in determining the administrative management pattern of school library services, including discussing various literacy programs that are important to be implemented in the Islamic-based school so that in the future it can become an example of effective and sustainable school library management. In supporting the information from the interview results on the involvement of all respondents, information is also needed that is found directly through direct observation analysis of the locus of the research object and also the results of a documentation study that aims to analyze in depth related to the transformative impact of school library managerial efforts towards an educational literacy-based learning center at SDIT Darussalam Palopo. The interpretation of the results of the data analysis is confirmed by triangulation of sources to facilitate the determination of more implicit research conclusions related to the expected research substance.

## RESULT AND DISCUSSIONS

### A. Result

The results of this research were obtained from interviews related to the background of the SDIT Darussalam Palopo library which was conducted during the second phase of the visit on Thursday, January 9, 2025 with a research respondent with the initials MDI as one of the educators at SDIT Darussalam Palopo. The information unearthed through respondents focuses on six indicators, as tabulated in tables were obtained from the results of a documentation study through the records of the results of the school library survey at SDIT Darussalam Palopo in the 2023-2024 internal assessment period.

**Table 1. Interview Results with Research Respondents**

| Indicators | Aspects examined | Interview Results |
|---|---|---|
| Collection of Reading Materials Accessibility | The number and type of books and literacy materials available. | The types prepared for literacy activities are thematic learning books, reading books for grades 1-6. |
| | Availability of library access time and easy access to the library for all students. | Time spent at the library is generally done during break hours and in learning activities for classes that need reading books in the student learning process. |
| Student Participation | The level of student participation in library activities, such as regular visits, book borrowing, and participation in literacy programs. | In library management, students are required to participate in regular visits in borrowing books for classroom learning activities and literacy activities carried out at SDIT Darussalam Palopo. |
| Special Literacy Program | The availability of special literacy programs held at the library, such as the Reading Together Program (PMB), book clubs such as visits to the Palopo City Library Office or book performances. | The literacy program at SDIT Darussalam Palopo has been carried out at the time of the arrival of students who take part in the VI batch of 2023 teaching campus program. At that time, the literacy program ran for 3 months which was carried out every Saturday afternoon and also in the morning for classes that did not have subject hours. |
| Teacher Involvement | Teachers' involvement in utilizing libraries as additional learning resources, supporting literacy activities, | The involvement of teachers in library management is very helpful for students or students in borrowing books as additional learning materials and directing |

and integrating reading materials into the curriculum.

students who carry out their learning activities in the library to become more organized and disciplined. In the SDIT Darussalam Palopo library, it also only involves teaching teachers as library managers because it does not have special management staff to manage the library so that the involvement of teachers is important in school libraries. This teacher involvement is carried out on a scheduled and programmatic basis.

**Table 2. Results of the Quality Survey of School Literacy-Educational Progressivity-Oriented Reading Materials**

| Sub Indicators | Percentage of Progressivity of Quality Survey Results in 2023 | | | |
|---|---|---|---|---|
| | **Service Satisfaction** | **Service Transformation** | **Service Development** | **Ease of Service** |
| Number of books | 54,72% | 35,76% | 49,75% | 77,54% |
| Books type | 48,95% | 53,85% | 38,76% | 65,99% |
| Availability of literacy materials | 37,74% | 48,94% | 57,21% | 52,73% |
| **Sub Indicators** | **Percentage of Progressivity of Quality Survey Results in 2024** | | | |
| | **Service Satisfaction** | **Service Transformation** | **Service Development** | **Ease of Service** |
| Number of books | 67,75% | 48,66% | 53,21% | 79,33%% |
| Books type | 58,83% | 68,55% | 47,82% | 87,69% |
| Availability of literacy materials | 48,77% | 65,43% | 57,67% | 65,83% |

**Sources:** SDIT Darussalam Palopo Library Administration Data for 2023-2024

**Table 3. Results of the Quality Survey on the Accessibility of School Literacy-Educational Progressivity-Oriented Services**

| Sub Indicators | Percentage of Progressivity of Quality Survey Results in 2023 | | | |
| --- | --- | --- | --- | --- |
| | Service Satisfaction | Service Transformation | Service Development | Ease of Service |
| Service Hours | 75,43% | 78,32% | 51,13% | 64,23% |
| Ease of Access | 79,75% | 76,38% | 32,42% | 56,87% |
| **Sub Indikators** | Persentase Progresivitas Hasil Survei Mutu Tahun 2024 | | | |
| | Service Satisfaction | Service Transformation | Service Development | Ease of Service |
| Service Hours | 77,14% | 80,11% | 65,48% | 79,33% |
| Ease of Access | 80,44% | 78,26% | 45,23% | 82,23% |

**Sources:** SDIT Darussalam Palopo Library Administration Data for 2023-2024

**Table 4. Results of the Student Participation Quality Survey Oriented to School Literacy-Educational Progressivity**

| Sub Indicators | Percentage of Progressivity of Quality Survey Results in 2023 | | | |
| --- | --- | --- | --- | --- |
| | Service Satisfaction | Service Transformation | Service Development | Ease of Service |
| Regular visits | 43,26% | 43,55% | 52,33% | 65,34% |
| Book borrowing | 23,43% | 35,45% | 44,21% | 52,32% |
| Book returns | 95,65% | 76,34% | 89,24% | 89,09% |
| Participation in literacy programs | 21,34% | 23,32% | 32,32% | 30,28% |
| Sub Indicators | Percentage of Progressivity of Quality Survey Results in 2024 | | | |
| | Service Satisfaction | Service Transformation | Service Development | Ease of Service |
| Regular visits | 54,35% | 56,32% | 54,23% | 77,98% |
| Book borrowing | 45,65% | 54,21% | 45,88% | 56,76% |
| Book returns | 98,55% | 89,32% | 91,22% | 89,95% |
| Participation in literacy programs | 43,23% | 26,77% | 44,43% | 33,12% |

**Sources:** SDIT Darussalam Palopo Library Administration Data for 2023-2024

**Table 5. Results of the Engagement Quality Survey in the Special Literacy Program Oriented to School Literacy-Educational Progressivity**

| Sub Indicators | Percentage of Progressivity of Quality Survey Results in 2023 | | | |
| --- | --- | --- | --- | --- |
| | Service Satisfaction | Service Transformation | Service Development | Ease of Service |
| Reading Together Program | 64,23% | 47,88% | 52,76% | 42,75% |
| Book club | 50,21% | 47,85% | 42,94% | 47,74% |
| Book show | 34,23% | 48,97% | 38,67% | 35,22% |
| Sub Indicators | Percentage of Progressivity of Quality Survey Results in 2024 | | | |
| | Service Satisfaction | Service Transformation | Service Development | Ease of Service |
| Reading Together Program | 67,76% | 56,34% | 59,62% | 78,98% |
| Book club | 54,34% | 55,32% | 52,33% | 86,67% |
| Book show | 77,87% | 65,22% | 45,98% | 56,43% |

**Sources:** SDIT Darussalam Palopo Library Administration Data for 2023-2024



**Figure 3.** SDIT Darussalam Palopo Student Book Club Program Through a Visit to the Palopo City Library Office

**Table 6. Results of the Quality Survey of Teacher Involvement in Library Management**

| Sub Indicators | Percentage of Progressivity of Quality Survey Results in 2023 | | | |
| --- | --- | --- | --- | --- |
| | Service Satisfaction | Service Transformation | Service Development | Ease of Service |
| Managerial Supervisor (Monitoring and Evaluation) | 73,76% | 72,88% | 63,21% | 49,76% |
| | 61,45% | 72,34% | 34,65% | 43,88% |
| Sub Indicators | Percentage of Progressivity of Quality Survey Results in 2024 | | | |
| | Service Satisfaction | Service Transformation | Service Development | Ease of Service |
| Managerial Supervisor (Monitoring and Evaluation) | 76,98% | 75,98% | 65,87% | 55,65% |
| | 67,54% | 77,67% | 56,87% | 46,87% |

**Sources:** SDIT Darussalam Palopo Library Administration Data for 2023-2024

The results of the research on School Library Transformation Towards an Educational Literacy Learning Center found at SDIT Darussalam Palopo show a state of service transformation that has not met standards. This can be seen from the findings of survey data obtained based on the quality management indicators of library services from 2022 to 2023 in general. This can be influenced by several factors such as inadequate library space, absence of library staff, lack of collection of student reading materials, literacy programs that do not run as they should, and several other factors that cause students' interest in reading at SDIT Darussalam Palopo to decrease.

The other thing that causes the lack of interest in reading among students is that there are no long-lasting programs held at SDIT Darussalam Palopo to increase students' interest in reading, such as the Reading Together Program (namely PMB's program), book clubs, book performances, and even in 2023 there is a literacy park program that was held by the school but did not run optimally until early 2024.

## B. Discussions

Regarding some of the findings of the transformative services of the school library at SDIT Darussalam Palopo seem to need serious attention together by the school. Evaluating literacy needs to the development of the program will always require the involvement of all school components, starting from library staff, teachers, students, and also parents of students need to be involved in supporting the transformation of library services at SDIT Darussalam Palopo. The steps are as follows.

1. **In-depth evaluation of students' literacy needs**

In-depth evaluation of literacy needs is a crucial step in guiding the transformation of school libraries into effective and relevant educational literacy learning centers. With a strong understanding of student needs, libraries can direct their efforts to provide the most useful literacy support and meet set educational expectations (Hoerudin, 2023; Morgan et al., 2024; Mursal Aziz et al., 2024). Such as analysis of student literacy data, surveys and interviews with students, teachers, and parents to understand their perceptions of literacy needs, review of applicable curriculum and Education standards to understand literacy expectations mandated by the government or Education supervisory body, analyze library collections, including books, reading materials, and other learning resources, observation of learning environments in libraries and classrooms to identify ways to where literacy is championed or may be overlooked, as well as collaborating with library staff, especially language teachers and teachers of other subjects, to understand their perspectives on students' literacy needs (Akcay et al., 2022; Strachan, 2015).

2. **Procurement of Relevant Reading Collection Materials**

The procurement of relevant reading collection materials is an important step in meeting the literacy needs of students and improving the quality of school libraries as learning centers (Chen et al., 2021; Turiman et al., 2012). These measures include identifying students' needs and preferences through surveys or interviews, curriculum reviews and consultations with education staff to ensure relevant materials, browsing online catalogs and resources to find quality reading materials, diversifying collections to cover different genres, attention to students' specific needs, and periodic evaluations and updates to maintain the linkage of collections to educational developments and reading interests student (Awaliyah et al., 2021; Mutji & Suoth, 2021). Thus, school libraries can ensure that the reading materials provided support effective learning and promote an ongoing interest in reading among students.

3. **Library Staff Training in Literacy**

Training library staff in literacy is an important step to increase the effectiveness of libraries as literacy learning centers in schools. The training includes an in-depth understanding of literacy learning strategies, management of reading material collections, the use of technology in learning, and skills in designing and implementing diverse and interesting literacy programs (Begum et al., 2021; Sikora et al., 2019). Through this training, library staff can improve their ability to support students in the development of reading, writing, speaking, and listening skills, and can become leaders in promoting a strong literacy culture in schools (Arif & Changxiao, 2022; Sari et al., 2024). Thus, training library staff in literacy is key in optimizing the role of libraries as an important learning resource for the success of student education (Archila et al., 2021; Fausan et al., 2021; Karatekin, 2012).

## 4. Development of Integrated Literacy Programs

The development of integrated literacy programs is a strategic step in strengthening the role of libraries as effective literacy learning centers in schools (Afrina et al., 2023; Uyarra & Borja, 2016). The program is designed to align with the school curriculum and includes a variety of literacy activities that support the development of students' reading, writing, speaking, and listening skills (Cleovoulou & Beach, 2019; Dong et al., 2024). This program can include book clubs, writing projects, art performances, cross-subject literacy activities, and the use of technology in literacy learning. Through this program, students are not only given the opportunity to improve their literacy skills, but are also inspired to explore their interests and talents in the context of literacy (Ertekin & Yüksel, 2014; Pouresmaieli et al., 2024). With this integrated approach, libraries become more than just a place to access reading materials; It became a dynamic hub that promoted continuous literacy learning and stimulated a positive interest in reading among students.

## 5. Collaboration between Teachers and Parents

Collaboration between teachers and parents is an important aspect in supporting the development of student literacy in schools (Cirik et al., 2023; Yulia et al., 2024). Through close cooperation between the two parties, it can create an environment that supports literacy learning at home and at school (Bater et al., 2024; Miller & Venketsamy, 2022). Teachers can share information about students' literacy progress, provide suggestions on how parents can support literacy learning at home, and engage parents in literacy activities at school, such as reading events or book discussions (Guay et al., 2024). On the other hand, parents can provide insight into their children's literacy interests and needs, support reading practices at home, and participate in school literacy activities (Nyström et al., 2023; Ulfasari & Fauziah, 2021; Yanti et al., 2021). By working together, teachers and parents can create a cohesive and positive environment that promotes effective and sustainable literacy learning for students (Wei & Liu, 2022).

## 6. Monitoring and Evaluating Literacy Programs

Monitoring and evaluating literacy programs is an important stage in ensuring the success and effectiveness of the program in improving students' literacy skills (Asmayawati et al., 2024; Ke et al., 2021). These measures involve regular monitoring of program implementation as well as evaluation of its impact on students' literacy skills (Hindman et al., 2010; Ramandanu, 2019). Through the library's transformation efforts, it can lead schools to educational literacy learning centers as described. This is important in supporting the school library program to create a strong literacy culture in schools and can be an agent of change that will improve the overall quality of education.

## CONCLUSIONS

Library management services at SDIT Darussalam Palopo have facilities that are still very inadequate to be used as a learning resource or a place to increase students' interest in reading at SDIT Darussalam Palopo. Such as the absence of library staff, library rooms that are combined with classrooms, and the lack of reading materials that suit the needs of students. This also causes literacy programs at SDIT Darussalam Palopo to be very rare, thus hindering the increase in reading interest of SDIT Darussalam Palopo students. Several programs that can be carried out to support educational literacy-based library transformation efforts at SDIT Darussalam Palopo, such as gathering support from the school community by inviting teachers, students and administrative staff, to be actively involved in improving and improving the library. The effectiveness of the program is analyzed based on four sub-indicators, including service satisfaction, service transformation, service development, and ease of service. The effectiveness of this service is consequential in increasing students' interest in literacy in the library as a transformative learning education center at SDIT Darussalam Palopo. It is hoped that with the joint efforts of all parties, the school library transformation program can be a valuable resource in supporting the development of student literacy at SDIT Darussalam Palopo.

## ACKNOWLEDGMENTS

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