Transforming School Libraries into Educational Literacy-Based Learning Centers in Elementary Schools

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Article Info	ABSTRACT
Keywords: *Educational Literacy; Elementary School; Learning Center; Transformation School Library*	The transformation of school libraries into literacy-based learning centers in elementary schools is a strategy to improve students' reading and critical thinking culture. The purpose of this study is to analyze the managerial role of school library managers in building a reading literacy culture at SDN Sandana. Data collection techniques by conducting observation activities, interviews with one of the educators to collect information or data to support data analysis. The results of the study show that effective managerial supervision plays an important role in supporting the transformation by proving that respondents' satisfaction with the following aspects: (1) Innovation of School Library Facilities (87.46%), (2) Development of Library Collections (83.56%), (3) Evaluation of Library Standard Operating Procedures (SOP) (84.39%), (4) Library Human Resource Management (84.20%), and (5) Development of Literacy Movement in the School Environment (83.12%). The implication of this research lies in strengthening the role of libraries as a dynamic learning environment in improving students' overall educational literacy.

Informasi Artikel	ABSTRAK
Kata Kunci: Literasi Educatif; Pusat Pembelajaran; Sekolah Dasar; Transformasi Perpustakaan Sekolah	Transformasi perpustakaan sekolah menjadi pusat pembelajaran berbasis literasi di sekolah dasar sebagai strategi untuk meningkatkan budaya membaca dan berpikir kritis siswa. Tujuan penelitian ini menganalisis peran manajerial pengelola perpustakaan sekolah dalam membangun budaya literasi baca di di SDN Sandana. Teknik pengumpulan data dengan melakukan kegiatan observasi, wawancara dengan salah satu tenaga pendidik untuk mengumpulkan informasi atau data pendukung analisis data. Hasil penelitian menunjukkan bahwa pengawasan manajerial yang efektif memegang peranan penting dalam mendukung transformasi tersebut dengan pembuktian bahwa kepuasan responden terhadap aspek: (1) Inovasi Fasilitas Perpustakaan Sekolah (87,46%), (2) Pengembangan Koleksi Perpustakaan (83,56%), (3) Evaluasi Standar Operasional Prosedur (SOP) Perpustakaan (84,39%), (4) Pengelolaan Sumber Daya Manusia Perpustakaan (84,20%), dan (5) Pengembangan Gerakan Literasi di Lingkungan Sekolah (83,12%). Implikasi penelitian ini terletak pada penguatan peran perpustakaan sebagai lingkungan belajar yang dinamis dalam meningkatkan literasi edukatif siswa secara keseluruhan.

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INTRODUCTION

Education is an essential component of life that is carried out consciously and structured to improve the intellectual and moral qualities of citizens. In accordance with Law Number 20 of 2003 Article I paragraph 1, education is a deliberate and planned effort to create a learning environment and learning process that allows students to develop their potential, including spiritual, moral, personality, intellectual, and essential skills for the benefit of themselves, society, and the state. Education has a crucial role because without effective education, individuals will find it difficult to develop and can be left behind. Therefore, the main goal of education is to produce high-quality and competitive individuals.

Various steps to improve the quality of human resources continue to be pursued, both through formal education in schools and through non-formal channels. In achieving this goal, it is also important to have quality facilities and infrastructure. The library, for example, is one of the key facilities that support the improvement of the quality of human resources.

A library is an institution that skillfully manages a wide variety of works including writing, printing, or recording, using standardized rules (Alrasyid, 2023; Sadler & Zeidler, 2009). It aims to meet the needs in various fields such as education, research, preservation, information, and entertainment for the visitors. Then, according to research conducted by Archambault et al. (2024), the library has an important role as an environment where children can grow into individuals who are broad-minded and love to read to realize the tradition of reading from an early age. Especially for children who are in primary school (6-12 years old), this phase is considered a crucial stage in their intellectual development, during which they tend to receive new knowledge quickly and form new habits.

School libraries play a crucial role in supporting the development of educational literacy among students. Literacy is defined as the skill to access, understand, and apply information wisely through various activities such as reading, observing, listening, writing and communicating (Aditia & Irwasnyah, 2023; Ertekin & Yüksel, 2014).

As for other opinions, reading literacy is a personal skill to understand, use, and think about written texts with the aim of achieving the goals to be achieved. As for according to Foster et al. (2022), Reading literacy is the personal ability to understand, use, and reflect on written texts with the aim of achieving life goals, as well as to increase self-knowledge and opportunities. According to Turiman et al. (2012), Indonesia is ranked second bottom in the global literacy context, indicating low levels of interest in reading and literacy. UNESCO indicates that Indonesia's reading and literacy preferences are very low, reaching only 0.001%, which is equivalent to one in a thousand Indonesians. which means out of 1000 Indonesians, only 1 person shows interest in reading Lee et al. (2023). The small interest in reading in Indonesia is influenced by several factors, with various types of entertainment, games, and television shows that are less educational. Furthermore, many television shows tend to distract from reading activities that have the potential to degrade children's reading literacy culture (Marmoah & Poerwanti, Suharno, 2022).

For Indonesians who have very low levels of functional reading and writing skills, the government aims to improve the quality of reading activities above basic standards. In this context, reading will obtain information that supports people in living their daily lives and work, in accordance with the views expressed by Atuhurra & Kaffenberger (2022). Therefore, to improve literacy culture, especially in the context of schools, 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 managed properly which has an impact on students' visiting interest in not experiencing a significant increase in the aspect of mastering children's literacy talent (Batool et al., 2022; Cleovoulou & Beach, 2019). The management includes presenting a diverse collection of books and other media support.

Actually, 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. The word transformation is often used to describe meaningful change.

The origin of this word in English "*transform*", which means (1) to change composition or structure; (2) change the shape or external appearance; and (3) change characters or conditions (Spjeldnæs & Karlsen, 2022). The transformation of school libraries not only involves the provision of written works and other resources, but also includes strategic changes in the management and utilization of libraries as learning centers. In this context, library management is key to ensuring the library is 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 changing concept of school libraries that 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. This involves the application of information technology, changes in space design, collection development, as well as improving 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 (Chen & Xiao, 2021; Sachdeva & Tripathi, 2019). 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 students learning and development (Haug & Mork, 2021; Lara et al., 2023).

Library managerial supervision is an approach that focuses on management aspects in library management. The main objective of library managerial supervision is to improve the operational effectiveness and overall performance of the library. This involves supervising and guiding managerial tasks, strategic planning, and decision-making carried out 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.

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 the act of managing libraries that is rooted in management principles and theories. 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 the administration emphasizes more practical aspects such as curriculum, equipment, school finances, and other routine tasks, while service supervision aims to oversee the productivity of library service results.

Some previous researchers have focused on certain aspects related to the transformation of school libraries. For example, some researchers are focusing on library management in support of the digital literacy movement (Lo et al., 2012), social Inclusion-Based Library Transformation Strategy (Söderlund & Borg, 2018), library transformation as a means of overcoming information access gaps (Al-Hail et al., 2023), transformation of school libraries in increasing students' reading interest (Thomure et al., 2025), School library management in improving literacy for students (Chen & Xiao, 2021), and Literacy and tolerance of reading materials in libraries (Lorenz et al., 2022). However, there are still limitations in the scope of such 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 an opening for further research that can provide deeper insight into the role and impact of managerial supervision on the advancement of school libraries.

Libraries have a significant role in providing students access to diverse literature and information resources. Although the school library at SDN Sandana has a strategic role in improving student literacy, before 2022-2023 it has not been optimally managed due to limited facilities, book collections, and lack of effective managerial supervision, so it has not been able to transform into a literacy-based learning center that supports the maximum development of students' potential.

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 Bartošová et al. (2015), especially regarding children's services in the library covers three aspects. First, the library aims to present a variety of library materials that are shown in an interesting and accessible way for children. Second, the goal is to provide direction for children in choosing books and other library materials. Third, libraries strive to foster, develop, and nurture the pleasure of reading to children. And fourth, supervise the productivity rate of its services. However, the most crucial aspect in improving library effectiveness is the sustainability of individual reading interest and library management capabilities that can stimulate reading interest. Chapter III Article 15 Paragraph (2) of Law Regulation Number 43 of 2007 concerning Libraries confirms that the library premises must be located in locations that can be reached easily, safely, and provide comfort to visitors, and have a firm and clearly defined legal status. Unfortunately, not all schools can manage their libraries optimally. Limited library space and the number of reading books are important factors that need to be considered to meet students' literacy needs.

Initial observations and questions at Sandana Elementary School on Wednesday, February 7, 2024, as revealed by a 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 poor. School libraries that should be able to function as learning spaces seem inadequate and do not fully support the optimal learning process. The limited facilities can affect the comfort and effectiveness of learning for students. In addition, the situation of school libraries 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 primary purpose 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 SDN Sandana. Through documentation studies, information was obtained about school policies related to library management, existing literacy programs, and evaluation of previous learning outcomes. Analysis of early documentation studies reflects that library-related policies may require refinement, and existing literacy programs can be evaluated to improve their effectiveness. Previous learning outcomes also provide an overview of student literacy trends and potential aspects that need to be improved.

This combination of field observations and initial documentation studies provides a solid foundation for formulating a research focus, namely the efficiency 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 SDN Sandana, but also to identify ways of improvement and development that can be implemented based on the findings of observations and documentation studies.

This research focuses on transforming the library into an educational literacy learning center that can contribute significantly to improving services at SDN Sandana library. We have helped schools by cleaning and repairing bookshelves and rearranging book collections to make them more organized. Each bookshelf is now equipped with sample books that make it easier for students to find the books they need.

METHOD

This research uses qualitative through the implementation of case studies method, but still requires quantum data in its analysis. The case study method allows researchers to explore in detail various aspects and dynamics that occur in real contexts, such as the transformation of school libraries into literacy-based learning centers. This method generally focuses on collecting descriptive data in the form of interviews, observations, and documents to understand the perceptions, attitudes, and social interactions of the actors in the research environment.
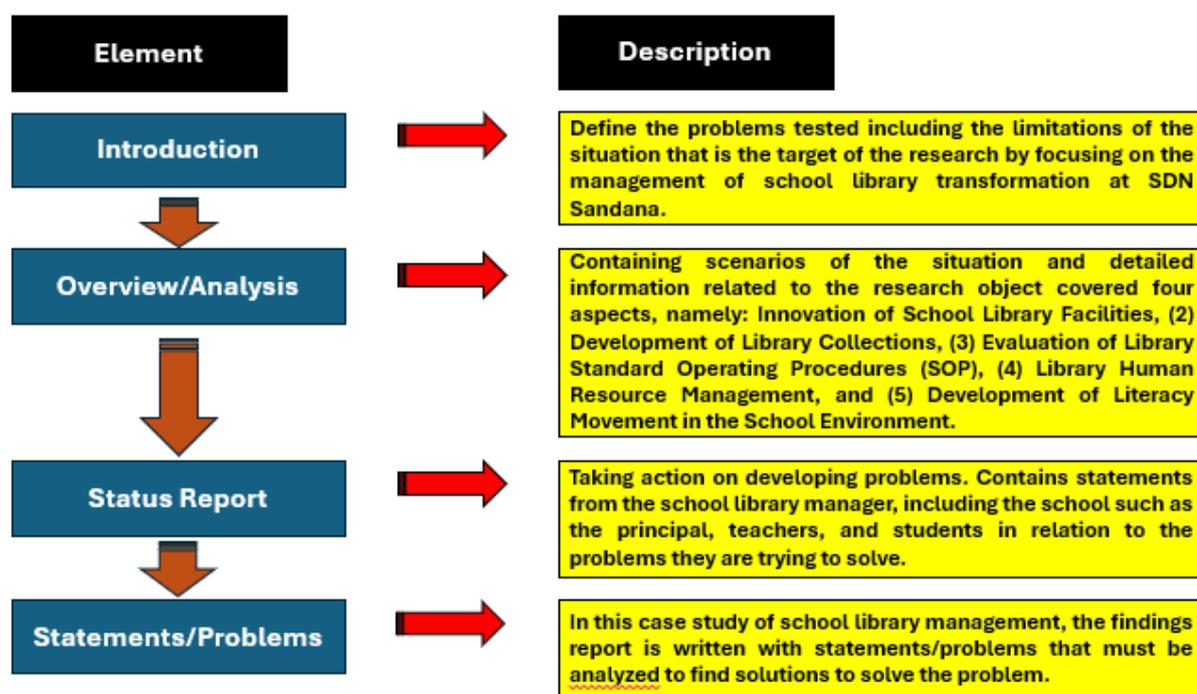

Figure 1. Case Study Research Flow Design Visualization

However, although the main approach is qualitative, the study also integrates quantitative data (possibly the meaning of "quantum data") as a complement in the analysis. The use of quantitative data can be in the form of measuring the quantity of book collections, the level of student participation in literacy programs, the frequency of book borrowing, or the results of literacy program evaluations in the form of numbers or statistics. The integration of these two types of data shows that this study is mixed methods even though it is qualitatively dominant, namely combining context-rich qualitative data with quantitative data that provides objective measures. This approach strengthens the validity of the findings as it allows for more comprehensive data triangulation as well as analysis. Thus, the statement reflects the understanding that qualitative case studies can often be enriched with quantitative data to provide a more complete and accurate picture of the phenomenon being studied.

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 SDN Sandana 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 SDN Sandana. In supporting the information from the interview, information is also needed that is found directly through direct observational analysis of the locus of the research object and also the results of documentation studies that aim to analyze in depth related to the transformative impact of school library managerial efforts towards an educational literacy-based learning center at SDN Sandana. The interpretation of the results of data analysis is confirmed by triangulation of sources to make it easier to determine implication research conclusions.

RESULT AND DISCUSSIONS

A. Result

The results of this study were obtained from interviews related to the background of the Sandana Elementary School library conducted during the second phase of the visit on Saturday, March 2, 2024 with research respondents with the initials MDI as one of the educators at Sandana Elementary School. The information extracted through respondents focused on six indicators, as tabulated in table 1. The tables 2, 3, 4, 5, and 6 were obtained from the results of documentation studies through records of the survey results of school libraries at SDN Sandana in the internal assessment period of 2022-2023.

Table 1. Results of Interviews with Research Respondents

Indicators	Aspects Studied	Interview Results
Collection of Reading Materials	The number and types of books and literacy materials available.	The types prepared for literacy activities are thematic learning books, reading books for grades I-VI.
Accessibility	Availability of library access time and ease of library access for all students.	Visiting the library is generally done during recess and in learning activities for classes that require reading books in the student learning process.
Student Participation	The level of student participation in library activities, such as regular visits, book lending, and participation in literacy programs.	In library management, students are required to participate in making regular visits in borrowing books for classroom learning activities and literacy activities carried out at SDN Sandana.
Special Literacy Program	Availability of special literacy programs held in libraries, such as the shared reading program, book clubs, or book shows.	The literacy program at SDN Sandana has been carried out upon the arrival of students who take part in the campus teaching program batch VI in 2023. 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 Engagement	Teacher involvement in utilizing the library as an additional learning resource, supporting literacy activities, and integrating reading materials in the curriculum.	Teacher involvement in library management is very helpful for students or students in borrowing books as additional learning materials and directing students who carry out their learning activities in the library to become more organized and disciplined. In the library, SDN Sandana also only involves teaching teachers as library managers because it does not have a special management staff to manage the library, so the involvement of teaching teachers is important in the school library. This teacher involvement is carried out on a scheduled and programmatic basis.

Based on the results of interviews with research respondents contained in the table, it can be concluded that the implementation of literacy programs in schools is greatly influenced by several main aspects, namely the availability of reading materials, student participation, the existence of special literacy programs, and the involvement of teachers in library management. The availability of adequate literacy books and materials is the main foundation in supporting literacy activities, where the types of materials available are generally storybooks and textbooks for students in grades I-VI. Access to the library is also relatively open and can be used by all students, although its use is more active during break hours or when students have certain learning needs.

Student participation in literacy activities shows the existence of a library management system that encourages active involvement, such as in borrowing books and using literacy materials to support learning activities in the classroom. In addition, the school has initiated special literacy programs such as literacy campus programs that take place regularly and on a scheduled basis, such as literacy Saturday activities that are held intensively for three months for new students.

The involvement of teachers in the management of the library is another important element, especially since the school does not have dedicated staff to manage the library. This shows that literacy management in schools is carried out in a collaborative, structured, and program-based manner, which ultimately contributes to the creation of a more orderly and conducive learning environment. Thus, the integration between literacy resources, student involvement, targeted programs, and the active role of teachers is a determining factor in the successful implementation of literacy activities in elementary schools.

Table 2. Results of the Quality Survey of School Literacy-Progressivity-Oriented Reading Material Collection

Sub Indicators	Percentage of Progressivity of Quality Survey Results in 2022			
	Service Satisfaction	Service Transformation	Service Development	Ease of Service
Number of books	67,75	35,76	53,21	77,54
Types of books	58,83	68,55	38,76	87,69
Availability of literacy materials	37,74	48,94	57,67	65,83
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	48,66	49,75	79,33
Types of books	48,95	53,85	47,82	65,99
Availability of literacy materials	48,77	65,43	57,21	52,73

The results of the quality survey on the collection of reading materials oriented towards the progressivity of school literacy show interesting dynamics in the aspects of service satisfaction, service transformation, service development, and ease of access. In general, there has been a shift in the achievement of indicators between 2022 and 2023 which reflects the school's efforts to improve the quality of literacy services, although there are still challenges in the consistency of achievement in each sub-indicator.

In 2022, the ease of service aspect in general received the highest score among other aspects, especially for the number and type of books, which indicates that accessibility to reading materials was relatively good that year. However, the aspect of service transformation which reflects the institution's ability to innovate or adjust services is relatively low in the number of books indicator, which indicates stagnation in quantitative updates or increases in collections.

The year 2023 shows a significant pattern of change. Although there has been a decrease in several aspects such as service satisfaction and ease of service, especially in the availability of literacy materials, there has been an increase in the dimension of service transformation, especially in the indicator of the availability of literacy materials. This reflects a shift in focus from the accessibility aspect to efforts to improve the literacy service process and system. Nevertheless, consistency between indicators remains a challenge, as improvements in one dimension are not always followed by others.

This data shows that the development of a collection of literacy reading materials not only requires an increase in the quantity and variety of reading materials, but must also be balanced with adaptive service transformation and strengthening service quality that has a direct impact on user satisfaction. In this context, the progressivity of school literacy requires a holistic approach that is not only oriented to physical provision, but also to the quality of the literacy experience as a whole.

Figure 1. Comparison of Quality Survey Results for 2022-2023 Based on Sub-Indicators of School Literacy-Education Progressive-Oriented Reading Material Collection

Table 3. Results of the School Literacy-Education Progressivity-Oriented Service Accessibility Quality Survey

Sub Indicators	Percentage of Progressivity of Quality Survey Results in 2022			
	Service Satisfaction	Service Transformation	Service Development	Ease of Service
Service Time	75,43	78,32	65,48	79,33
Ease of Access	79,75	76,38	45,23	82,23
Sub Indicators	Percentage of Progressivity of Quality Survey Results in 2023			
	Service Satisfaction	Service Transformation	Service Development	Ease of Service
Service Time	77,14	80,11	51,13	64,23
Ease of Access	80,44	78,26	32,42	56,87

The results of the survey on the quality of literacy accessibility services oriented towards educational progressivity show that there is a difference in achievement trends from 2022 to 2023 which reflects the dynamics in the implementation of literacy services in schools. In general, the aspects of service satisfaction and service transformation show a stable trend and even increase in 2023, which indicates that users both students and teachers consider that there is progress in terms of the quality and adaptability of the literacy services provided.

However, the service development aspect actually experienced a significant decline in both sub-indicators, namely service time and ease of access. This reflects the limitations in the expansion or concrete improvement of the form of service, both in terms of duration and availability of supporting infrastructure, which may be influenced by resource constraints or changes in the school's internal policies. Meanwhile, the ease of service dimension also shows a downward trend, especially in the ease of access indicator, which was previously very high in 2022.

The decline in achievement in the development and ease of service dimensions indicates that although there is a positive perception of service quality and innovation, real access to these services has not fully reached all users optimally. Thus, it can be concluded that the implementation of literacy services has not shown a balance between quality perception and accessibility realization. This emphasizes the importance of a service improvement strategy that focuses not only on user perception or system innovation, but also on expanding the scope of services that ensure fair access for the entire learning community in the school environment.

Figure 2. Comparison of Quality Survey Results for 2022-2023 Based on Sub-Indicators of Service Accessibility Oriented to School Literacy-Education Progressivity

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

Sub Indicators	Percentage of Progressivity of Quality Survey Results in 2022			
	Service Satisfaction	Service Transformation	Development Service	Ease of Service
Regular visits	54,35	56,32	54,23	77,98
Book lending	45,65	54,21	45,88	56,76
Book returns	95,65	89,32	91,22	89,95
Participation in literacy programs	43,23	23,32	44,43	33,12
Sub Indicators	**Percentage of Progressivity of Quality Survey Results in 2023**			
	Service Satisfaction	Service Transformation	Development Service	Ease of Service
Regular visits	43,26	43,55	52,33	65,34
Book lending	23,43	35,45	44,21	52,32
Book returns	98,55	76,34	89,24	89,09
Participation in literacy programs	21,34	26,77	32,32	30,28

The findings of the quality survey related to student participation in literacy programs oriented towards the progressivity of school education show that student involvement in various literacy activities experienced significant fluctuations between 2022 and 2023. In general, the data shows a downward trend in several aspects of participation, especially in the indicators of regular visits to the library and involvement in literacy programs. Although the return indicators show stability and even consistent improvements in the dimensions of satisfaction, transformation, and ease of service, this does not necessarily reflect an even increase in participation in all aspects.

Interestingly, the indicator of book borrowing actually experienced a decline in terms of service satisfaction, which hinted at a mismatch between students' expectations of the services provided and the reality they experienced. Meanwhile, participation in literacy programs showed the lowest scores in all dimensions in both years of observation, indicating that the sustainability and effectiveness of literacy programs have not fully succeeded in attracting students' active involvement as the main subject of strengthening literacy culture.

Structurally, this data implies that while there have been technical advances in certain aspects such as efficient book return management, this has not been offset by strategies to increase motivation and accessibility to more meaningful literacy activities. In this context, strengthening literacy cannot solely rely on administrative performance, but must directly touch the affective and participatory aspects of students. Therefore, these results confirm the importance of designing literacy policies that are more centered on students' learning needs and experiences, taking into account sustainability factors, program relevance, and contextual and inclusive approaches.

Figure 3. Comparison of Quality Survey Results for 2022-2023 Based on Sub-Indicators of Student Participation Oriented to School Literacy-Education Progressivity

Table 5. Results of the Quality Survey of Involvement in Special Literacy Programs Oriented to School Literacy-Progressivity

Sub Indicators	Percentage of Progressivity of Quality Survey Results in 2022			
	Service Satisfaction	Service Transformation	Service Development	Ease of Service
Joint Reading 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
Sub Indicators	Percentage of Progressivity of Quality Survey Results in 2023			
	Service Satisfaction	Transformasi Layanan	Service Satisfaction	Kemudahan Layanan
Joint Reading 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

The results of the survey on the quality of involvement in special literacy programs oriented towards the progressivity of school literacy identified a downward trend in almost all dimensions of service quality from 2022 to 2023. This reflects a decrease in the effectiveness of the implementation of specific literacy programs such as joint reading programs, book clubs, and book shows, both in terms of participants' perception of services and in terms of transformation and ease of access.

Especially in the book show program, which in the previous year showed the highest achievement in satisfaction and service transformation, experiencing a drastic decline in 2023. This indicates that although this activity was previously a form of literacy that was able to attract students' enthusiasm, its implementation in the next period was not able to maintain its interactive quality and accessibility. Similarly, although the joint reading program still maintains a relatively high level of satisfaction compared to other programs, a significant decrease in the aspect of ease of service indicates potential barriers to access or frequency of implementation.

This phenomenon shows that the success of a special literacy program does not only depend on strong initial initiation, but also on the continuity and improvement of the quality of implementation. The tendency to decrease in progressivity in transformation and service development indicates the possibility of weak innovation or incompatibility of implementation strategies with the actual needs of students. In the context of the development of a sustainable literacy culture, this emphasizes the importance of periodic evaluation and adaptive and participatory program design. Thus, to maintain the relevance and effectiveness of special literacy programs, a systematic approach is needed that is able to integrate content quality, implementation capacity, and equitable accessibility for all students.

Figure 4. Comparison of Quality Survey Results for 2022-2023 Based on Sub-Indicators of Involvement in Special Literacy Programs Oriented to School Literacy-Education Progressivity

Table 6. Quality Survey Results of Teacher Involvement in Library Management Oriented to School Literacy-Education Progressivity

| Sub Indicators | Percentage of Progressivity of Quality Survey Results in 2022 | | | |
	Service Satisfaction	Service Transformation	Service Development	Ease of Service
Managerial	76,98	75,98	65,87	55,65
Supervisor (Monitoring and Evaluation)	67,54	77,67	56,87	46,87
Sub Indicators	Percentage of Progressivity of Quality Survey Results in 2023			
	Service Satisfaction	Transformasi Layanan	Service Satisfaction	Kemudahan Layanan
Managerial	73,76	72,88	63,21	49,76
Supervisor (Monitoring and Evaluation)	61,45	72,34	34,65	43,88

The results of the quality survey related to the involvement of teachers in library management oriented towards the progressivity of educational literacy show an interesting dynamic between the two main roles of teachers, namely the managerial role and the supervisory role (monitoring and evaluation). In general, there is a tendency for relatively high stability in the dimension of service transformation in both roles in 2023, which indicates that teachers are still contributing to updating or adjusting library management systems in line with evolving learning demands.

However, the decline in achievement is quite significant, especially in the dimensions of service development and ease of service, especially in the aspect of supervision. This reflects the challenge of realizing the real impact of the evaluative role of teachers on the systemic improvement of library services. The disparity between the perception of transformation and the actualization of service development indicates that there is a gap between the discourse of development and measurable technical implementation, especially in providing wider and more efficient access to students.

Meanwhile, the decline in service satisfaction levels from the perspective of managerial roles and supervision in 2023 is also an important signal that teachers' motivation and comfort in carrying out their functions in the field of school literacy tend to decrease. This can be attributed to additional workloads, lack of institutional support, or a mismatch of literacy roles with the specific competency specifications of teachers. Thus, these findings emphasize the importance of designing literacy policies that not only place teachers as administrative implementers, but also as strategic actors who receive training support, professional recognition, and adequate facilitation in managing and developing library services. Improving the quality of school literacy cannot be separated from an ecosystem that empowers teachers as a whole, both in their technical and evaluative roles.

Figure 5. Comparison of Quality Survey Results for 2022-2023 Based on Sub-Indicators of Teacher Involvement in Library Management Oriented to School Literacy-Education Progressivity

The results of the study on the Transformation of School Libraries Towards Educational Literacy Learning Centers found at SDN Sandana show a state of service transformation that has not met the standards. This can be seen from the findings of survey data obtained based on library service quality management indicators from 2022 to 2023 in general have decreased. Several factors can influence this, including inadequate library space, the absence of library staff, the lack of a collection of student reading materials, literacy programs that are not running properly, and several other factors that cause students' reading interest in Sandana Elementary School to decrease.

Another thing that causes the lack of interest in reading for students is that there are no long-lasting programs held at Sandana Elementary School to increase students' interest in reading, such as the Shared Reading Program, book clubs, book shows, and even in 2023 there is a literacy park program that was held by the school which was initiated by students of the campus teaching program batch VI of 2023 also does not run optimally until early 2024.

Table 7. Impact of School Library Management Service Aspects

Indicators	Service Satisfaction	Service Transformation	Service Development	Ease of Service	Averages
School Library Facility Innovation	87,32	91,76	89,44	81,33	87,46
Library Collection Development	83,24	83,65	86,33	81,01	83,56

Evaluation of library Standard Operating Procedures (SOP)	85,26	82,88	85,12	84,29	84,39
Library Human Resource Management	80,41	84,21	84,42	87,75	84,20
Development of the Literacy Movement in the School Environment	80,75	85,21	86,24	80,29	83,12

Regarding the impact of the school library management service aspect, it can be seen that the innovation dimension of library facilities contributes the most significantly to positive user perception, with the highest average score compared to other indicators. This indicates that the update of physical and technological facilities carried out in the library space directly increases satisfaction, perception of service transformation, and the development of literacy services. These innovations seem to be the main determining factor in encouraging a more progressive and meaningful literacy experience in the school environment.

Meanwhile, the aspect of library human resource management and SOP evaluation also showed a fairly high performance, reflecting that the success of service management is not only determined by infrastructure, but also greatly influenced by the accuracy of procedures and the optimization of the role of education personnel. The high score on the ease of service dimension in HR management, for example, shows that an organized work and service system also supports accessibility and user comfort.

The development of the literacy movement in the school environment, although it recorded a relatively high score, obtained the lowest average among other indicators. This indicates that school culture-based literacy efforts still face challenges in terms of optimizing the perception of service quality, especially in terms of service satisfaction and convenience. This is most likely due to the complexity of building literacy as a collective movement that is sustainable and involves various educational actors consistently.

This data confirms that effective library management is not only about the provision of reading materials, but more broadly involves a systemic approach that includes facility innovation, standardized work procedures, human resource empowerment, and literacy culture embedded in the school ecosystem. Thus, to achieve sustainable educational literacy progressivity, library management must be directed to interventions that are multidimensional and based on the real needs of users.

B. Discussions

Regarding some of the findings of transformative services, the school library at Sandana Elementary School seems to need serious attention together by the school. Evaluation of literacy needs to program development will always require the involvement of all school components, ranging from library staff, teachers, students, and also parents of students need to be involved in supporting the transformation of library services at SDN Sandana.

1. School Library Facility Innovation

Innovation is a concept, idea, practice, object or idea that is consciously perceived as something new by individuals or groups, and can be implemented (Johnson & Keane, 2023; Tasdemir & Gazo, 2020). In essence, innovation is the result of a brilliant idea or idea that displays something new, be it in the form of a certain practice or the product of the application of technology processed through certain steps. Innovation can be viewed as an attempt to overcome or improve existing problems, as well as improve conditions or processes that occur in society (Atuhurra & Kaffenberger, 2022; Azhar, 2010). From the above opinion, it is concluded that innovation is the existence of a new idea or idea based on the results of the mind that is applied through stages with certain methods.

Explaining the interest in reading among Indonesian people, especially children, is still lace today due to several factors. One of them is the advancement of technology that provides many other entertainment alternatives that are more interesting for children. In addition, the lack of support and direction from parents in forming reading habits also plays an important role. In addition, the availability of facilities and accessibility to adequate reading materials, especially in libraries, is still lacking, thus making children's interest in reading less awake (Bater et al., 2024; Doyle et al., 2023; Ford, 2010; Ke et al., 2021).

The facilities in the library have an important impact on its quality. Quality facilities, supported by the active role of teachers and librarians, can increase students' interest in reading in the library. Good facilities are able to create a comfortable atmosphere for its visitors (Haug & Mork, 2021; Puroila et al., 2021). There are several categories of indicators that affect school library facilities, including space, equipment, and book collections. The availability of good facilities in the library can positively increase students' reading interest. In addition, the role of teachers and librarians also has a significant impact on students' reading interest in the library, apart from the facilities provided (Bloom et al., 2025; Condie & Pomerantz, 2020).

2. Library Collection Development

Collection development is one of the main aspects in the field of librarianship. With an abundance of information and many individuals active online, information systems have great potential to support collection management. Many vendors are highlighting this ability to market integrated library systems to potential customers (Utomo & Ibadurrahman, 2022; Wine et al., 2023). The quality of a collection can be evaluated from

time to time, which can tell whether the collection meets the needs of its users or not. The maintenance of printed books has been carried out by library managers for a long time (Supriati, 2021; Yaacob et al., 2014).

One of the important steps in the development of collections in libraries is through the acquisition or procurement process. This process is the main step to providing the library users with the resources they need. Without acquisitions, collection development will not be effective. In making acquisitions, there are several commonly used methods, such as buying, receiving gifts or grants, as well as publishing material independently.

3. Evaluation of library Standard Operating Procedures (SOP)

Standard Operating Procedure (SOP) is a document that outlines systematic steps in doing work to achieve efficiency. SOP generally include benefits, creation or revision time, procedure writing methods, and often include a flow chart at the end of the document (Atmodiwirjo et al., 2012; Yaacob et al., 2015).

SOP in the context of school libraries are a must in managing library collections and meeting information needs by maintaining the quality of service to users. SOP implementation is very important for libraries because it helps in providing good, consistent, effective, and efficient services to visitors. Continuous monitoring is needed in implementing SOP in libraries so that the process can run smoothly. Input from monitoring is important to evaluate and improve SOP as needed (Dani & Dastina, 2022). Evaluation of standard library operating procedures has a purpose, the goal of suggesting several evaluation criteria (e.g. librarian performance), which are sometimes broken down into evaluation conditions (e.g. response time, availability of books).

4. Library Human Resource Management

Management is the activity of organizing, managing, and thinking carried out by individuals to compile, organize, and improve the surrounding situation (Ayundasari et al., 2021; Sato & Kitamura, 2023). Human resources in libraries include various elements that play a role in library organization. Usually consists of the head of the library, librarian, information technology employees, administrative staff, and support employees such as security and cleaning officers. Library management involves functions such as planning, organizing, leadership, coordination, and control and supervision. The implementation of these management functions aims purposefully and achieves its objectives effectively and efficiently (Sin, 2012; Yang et al., 2021).

5. Development of the Literacy Movement in the School Environment

The school literacy movement aims to improve the quality of schools into better educational institutions. This movement is active in promoting students' interest in reading and knowledge, where members are expected to have lifelong literacy skills with the support of community participation. Literacy activities in schools are influenced by various internal and external factors. According to Dawkins & Moorefield-Lang (2023), The absence of a library in a school is an example of an external factor, while the

ignorance of students about literacy activities is an internal one. There are three main issues in the implementation of the School Literacy Movement: first, the lack of books and interesting reading materials in the classroom; second, there are teachers who are less skilled in teaching literacy strategies; and third, the absence of special reading rooms such as libraries or reading corners (Foli et al., 2023; Peller et al., 2025). This shows that there are many aspects that must be considered in organizing this movement.

These internal and external factors play an important role and can motivate the Indonesian people to improve this condition, because the progress of a country can be seen from its literacy culture. Every school needs to have supporting facilities to increase students' interest in reading. This is in accordance with the view from Micle (2014), which states that literacy programs are means that enable students to discover, develop, and apply knowledge learned in school to increase their interest in reading (Gerrity, 2018; Shafie et al., 2012).

The development of the literacy movement in the school environment plays an important role in the transformation of school libraries, because this will affect the infrastructure and collections of school libraries to be more adequate in supporting the course of the school literacy movement to be better and of better quality (Jankowska et al., 2014; Pancheshnikov, 2014). Through the library's transformation efforts, it can lead schools to educational literacy learning centers as described. This is important in supporting school library programs to create a strong literacy culture in schools and can be an agent of change that will improve the overall quality of education.

CONCLUSIONS

The library at SDN Sandana has facilities that are still very inadequate to be used as a learning resource or place to increase students' reading interest at SDN Sandana. Such as library staff who are not there, library rooms that are combined with classrooms, and lack of reading materials that are relevant to student needs. This also causes the literacy program at Sandana Elementary School to be very rare, thus hindering the increase in reading interest of Sandana Elementary School students. Several programs can be carried out in supporting library transformation efforts based on educational literacy at SDN Sandana, such as garnering support from the school community by inviting teachers, students and administrative staff, to be actively involved in improving and improving the library. It is hoped that with joint efforts from all parties, the school library transformation program can be a valuable resource in supporting the development of student literacy at SDN Sandana. Some recommendations from this research are that schools provide training and skill development for librarians in schools, schools can also collaborate with teachers and school communities. School libraries are expected to take advantage of technology in modern times by using online catalogs, digital library management systems to improve the efficiency and accessibility of library services. It is also expected that schools provide adequate resources such as printed books and the provision of diverse resources can meet the needs and learning interests of different students. By implementing these suggestions, it is hoped that school libraries can be more

effective in their transformation into educational literacy-based learning centers that support the improvement of the quality of education and student literacy.

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