

STRATEGIES FOR PROMOTING A CULTURE OF LITERACY AND STUDENT ACHIEVEMENT THROUGH THE LIBRARY OF STATE JUNIOR HIGH SCHOOL 15 TEGALNailul Arini¹ and Muh Ahlis Ahwan²^{1,2} Universitas Islam Negeri Walisongo, Jl. Prof. Hamka, Ngaliyan Semarang, Indonesia**Corresponding Author:**

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Desember 2025**Abstract**

State Junior High School 15 Tegal won first place in the 2024 Tegal City School Library Competition through the implementation of integrated literacy strategies in learning activities. This study aims to analyse library strategies in increasing students' interest in reading. The method used is qualitative descriptive with data collection techniques through observation, interviews, and documentation. The research informants include the school principal, two librarians, four literacy ambassadors, and two students. The results of the study revealed six main strategies, namely: (1) increasing the intensity of library visits through mandatory literacy programmes and collaboration with literacy activists, (2) regularly adding to and refreshing the collection, (3) socialising the benefits of reading through MPLS, literacy ambassadors, literacy figures, and social media, (4) providing quizzes, competitions, and awards, (5) improving facilities and infrastructure with digitalisation innovations and comfortable spatial arrangements, and (6) utilising reading corners in each classroom. The impacts of these strategies include increased library visits, growing student literacy awareness, and school achievements at the city level. This study emphasises the importance of innovative and collaborative library management as a driving force for literacy culture in schools. The recommendations of this study are the need to develop special social media accounts for libraries to expand the reach of literacy information, provide lockers or storage racks for students' convenience, and strengthen digital literacy programmes to align with the character of the younger generation who are familiar with technology.

Keywords: Literacy strategies, Reading interest, School libraries

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INTRODUCTION

School libraries are at the heart of literacy and learning activities in formal education settings. Libraries not only provide collections of reading materials, but also serve as strategic tools for fostering students' interest in reading and shaping a culture of literacy in schools (Bangsawan, 2018). With adequate collections, friendly services, and innovative management strategies, school libraries are expected to become educational and recreational spaces that encourage students to enjoy reading. However, reality shows that the challenges in building a reading culture in Indonesia are still very complex.

The low level of interest in reading among Indonesians, especially students, continues to be a national and international concern. UNESCO data from 2016 reveals that only 0.001% of Indonesians have a habit of reading, meaning that only one in every 1,000 people enjoys reading (Mardia, 2023). Furthermore, the 2019 Programme for International Student Assessment (PISA) survey shows that Indonesia ranks 62nd out of 70 countries in terms of literacy skills (OECD, 2019). This condition confirms that low reading interest remains a fundamental problem that directly impacts the quality of education, national competitiveness, and the ability of the younger generation to face global challenges.

The phenomenon of low reading interest is also influenced by shifts in reading behaviour. Students today are more inclined to access information through gadgets and social media than to read physical books in libraries (Maulidi & Saktumansyah, 2024). Although digital technology brings many conveniences, this preference often causes distractions and reduces the intensity of students' engagement with quality reading materials. As a result, interest in reading both printed and digital academic literature has not grown optimally (Mansyur & Indonesia, 2019). This shows that the presence of school libraries is not enough to serve merely as a place to store books, but must transform into a literacy space that is relevant to the needs of the digital generation.

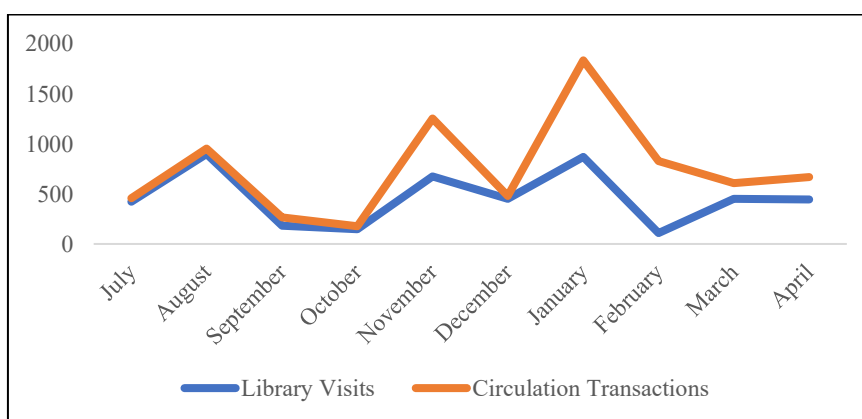
Previous studies have attempted to examine various strategies to foster reading interest in schools. For example, Ardian (2017) emphasised the implementation of the School Literacy Movement (GLS) through 15-minute reading activities, reading corners, and presentations of reading results, which proved to be effective in increasing the reading interest of high school students. Waluyo & Khaerun Nisa (2023) showed that mobile reading programmes, one-page reading, and book reviews were able to optimise the role of the Xaverius 5 Belitang High School library despite constraints in funding and library space. Meanwhile, Mantu (2021) emphasised that the management of the reading corner at SD Negeri 04 Papayo Barat, through storytelling and book exchange activities, was effective in encouraging reading interest despite facing obstacles in the form of a limited collection.

In addition, Suryadi, Zulkifli, and Komaruddin (2021) found that Islamic Education (PAI) teachers play an important role in fostering literacy through book tour programmes and collaboration with literacy communities. Another study by Kartika & Purwati (2020) at SDN 1 Pamengkang also confirmed that compulsory literacy programmes involving reading and borrowing books have not been maximised due to a lack of collections and the absence of librarians. From this study, it can be seen that although various efforts have been made, the majority of previous studies still focus on one aspect of literacy programmes or on certain levels of education, so that there has not been much discussion of integrative strategies at the junior high school level.

This gap is an important reason to further examine school library strategies at the junior high school level. Junior high school age is a crucial transitional phase, when students begin to form their personalities in terms of learning habits and reading preferences (Suryana et al., 2022). However, literature on strategies to increase reading interest in junior high school libraries is still limited compared to studies in primary and senior high schools. Thus, there is a need for comprehensive studies that reveal how junior high school libraries can integrate literacy, technology, and collaboration programmes to effectively increase reading interest.

In this context, the Gema Pustaka Library at SMP Negeri 15 Tegal is an interesting case. This library won first place in the 2024 Tegal City School Library Competition, an achievement that demonstrates the success of the literacy strategy implemented. Based on initial observations, the Gema Pustaka Library has adequate facilities, ranging from an area of 12m² x 16m², 4,044 titles of books, and a capacity of 80 visitors at one time. This library is open during school hours, Monday to Saturday, from 06:45 to 16:00 WIB. The Gema Pustaka Library also has an application-based service system, SLIMS 9.4.2, as well as innovative strategies such as giving literacy awards, selecting literacy ambassadors, utilising reading corners in each class, and integrating literacy programmes with school activities. Visitor and borrowing data from July 2024 to April 2025 also show a positive trend reflecting the success of these strategies.

Table 1. Number of visits and loans at SMP N 15 Tegal Library in 2024-2025



This study attempts to focus on integrated literacy strategies at the junior high school level, which is a gap in research that has not yet been addressed, emphasising a combination of digital approaches, motivation-based rewards, and multi-stakeholder involvement, including teachers, librarians, and the literacy community. This approach differs from previous research, which was more fragmented in certain aspects. By highlighting practices at SMP Negeri 15 Tegal, this study seeks to enrich the literature and provide a practical model that can be replicated in other schools.

This study was conducted to analyse the strategies employed by the library of State Junior High School 15 Tegal in increasing students' interest in reading, identifying the actual impact of these strategies, and formulating recommendations that can be used as a reference for the development of school libraries in Indonesia. This study is also expected to contribute theoretically to the study of educational literacy and provide practical benefits for stakeholders, ranging from teachers, librarians, and school principals to education policymakers.

This study aims to offer coverage: first, the importance of strengthening the role of school libraries as centres for digital technology-based literacy and creative literacy activities; second, the need for reward and motivation strategies to encourage active student participation; third, the development of cross-party cooperation, both with local governments, public libraries, and local literacy communities; and fourth, the importance of publishing and disseminating good practices

through school social media so that literacy can become a collective movement with a broad impact. Thus, this research is not only descriptive but also offers strategic solutions to address the problem of low reading interest. The results are expected to strengthen efforts to develop a culture of literacy in Indonesia while supporting the agenda of improving the quality of national education.

LITERATURE REVIEW

A strategy is defined as a comprehensive plan designed to achieve organisational goals through optimal resource allocation Siagian, (in Moruk, 2018). In the context of school libraries, a strategy is a systematic framework that encompasses three fundamental stages: formulation, implementation, and evaluation (Sahra, 2023). These stages ensure that the development of reading interest can be measured and adjusted to the needs of library users.

School libraries serve as learning resource centres that support the educational process by providing organised collections (Fadhli et al., 2021).. According to Sutarno in (Darmanto, 2018), the strategic roles of libraries include: (1) developing reading interest, (2) providing access to information, and (3) facilitating independent learning. These functions are operationalised through circulation services, reference services, reading rooms, digital access, and audiovisual collections that meet the information needs of the school community.

Reading interest is defined as an individual's tendency to engage in reading activities voluntarily. This concept encompasses four key dimensions: attention, enjoyment, time allocation, and reading consumption (Damayanti et al., 2023). From an Islamic perspective, the command to read is stated in Q.S. Al-Alaq: 1-5 (Ministry of Religious (Kemenag, 2019) , which emphasises the importance of literacy as the foundation of knowledge.

Strategies for increasing reading interest include: (1) creating a representative reading environment, (2) diversifying collections, (3) implementing reward programmes, (4) optimising reading corners, and (5) utilising information technology (Hakim dalam Ayu, 2022). This approach needs to consider the educational-pedagogical, socio-cultural, and psychological development dimensions of students to create a sustainable literacy ecosystem. The integration of strategic planning, adaptive library services, and a deep understanding of reading interest is key to the success of developing a culture of literacy in the school environment.

RESEARCH METHOD

This study uses a qualitative approach to explore the strategies employed by the Gema Pustaka Library at SMP Negeri 15 Tegal to increase students' interest in reading. The research design is descriptive in nature to understand the phenomenon in depth through the analysis of words and actions (Creswell. JW, 2015). The research location was determined purposively at the Gema Pustaka Library of SMP Negeri 15 Tegal, with the research period on 22 April 2025.

Data was collected through triangulation methods, including: (1) passive participant observation to observe the physical condition of the library, visitor behaviour, and interactions that occurred; (2) semi-structured interviews with nine key informants consisting of the school principal, librarian, Literacy Ambassador, and students, whose names were then disguised with initials; and (3) document analysis of records, archives, and visual evidence of library activities.

Data validity was ensured through the application of source and technique triangulation. Data analysis followed Miles and Huberman's interactive model (Fitrah, 2018), through three stages: data reduction, data presentation, and conclusion drawing. The analysis process was conducted iteratively with continuous verification throughout the research to ensure the credibility of the findings. This study focuses specifically on the implementation of strategies to increase reading interest, supporting and inhibiting factors, and the impact felt by the school community. This focus allows for a comprehensive exploration of key aspects of the phenomenon under study.

RESULTS

Based on field data analysis, the implementation of the Gema Pustaka Library strategy at SMP Negeri 15 Tegal was carried out using six strategies. These strategies were first evident in the increase in visits and diversification of reading materials through a mandatory 15-minute daily literacy programme. This programme not only increased the frequency of visits but also deliberately expanded the types of reading materials available to students beyond their comfort zone, which was previously dominated by novels and comics. The Headmaster (S.F.) explained the mechanism, 'The children read every day for 15 minutes... so that they don't just read novels, but also books on religion, science, and social studies according to the book codes.' The Head Librarian (S.U.) echoed this sentiment, adding, 'For example, this month, Year 7 is reading literature, and next month, Year 8 will read science books for variety, so their knowledge will also increase.' Teacher support is key to the success of this strategy, as they not only teach in the library but are also responsible for supervising and signing students' literacy journals. To further spark motivation, the school invites national figures such as Gol A Gong and Kang Maman to provide direct inspiration to the students.

The second strategy is to expand and manage the collection in response to students' needs and interests. The collection is enriched through various sources, including the regular BOS budget, student donations, grants from graduating Year 9 students, and assistance from the National and Regional Libraries. Uniquely, the library actively involves students in the procurement of the collection. The Head Librarian (S.U.) stated, 'We also ask the children to make a list of books they want to be available in the library.' Collaboration with external parties such as Gramedia through book bazaars and a donation of 50 books from Kang Maman further enriches the variety of the collection. Library staff (H.A.S.) emphasised the importance of tailoring the collection to interests, 'The strategy is to look at the children's interests, which books are most frequently sought after.' Although students such as A.P.A. and I.M.N. appreciated the quality of the collection, they also provided feedback on the condition of damaged books. In response, the library conducts regular sorting and replaces books that are no longer suitable.

Third, the benefits of reading are promoted through formal, informal, and digital channels. This activity began during the School Environment Introduction Period (MPLS), where the Headmaster (S.F.) stated, 'We always promote the importance of reading and the completeness of the library collection... later we will also link it to the achievements of senior students so that they will be inspired.' The promotion is also integrated into learning by teachers and reinforced by the presence of national literacy figures. In the digital era, the school utilises its official Instagram account and the student-managed digital magazine Matalibels to expand its reach. The role of Literacy Ambassadors and the Student Council is very active; M.K.A. shared how he promotes books, 'You can tell stories or read together... so you can see how interesting the book is,' while Student Council President I.M.N. added, 'We go to classes, inform them about new books in the library, or make posters.'

Fourth, holding competitions and giving awards are effective extrinsic motivators. Literacy competitions such as poetry, story and opinion writing are regularly held on occasions such as Teachers' Day and National Book Day. In addition to competitions, schools give appreciation to students and teachers who borrow books most diligently. S.F. said, 'Every year we announce at MPLS that we give awards to the students who borrow the most books, usually three students and one teacher.' H.A.S. added that the winners receive certificates and books. The Literacy Ambassador selection programme is another form of recognition, where candidates are selected based on their track record in literacy journals, not just randomly. Although the award is simple, just a sash, they play an important role. Q.C.R., one of the Literacy Ambassadors, explained her role, 'I'm more into promoting books... if my friends know the books I read, they will read them too.'

Fifth, improving the quality of library facilities and services creates an attractive and comfortable environment. This library is said to be the largest among junior high schools in

Tegal, equipped with a reading room, circulation area, expression stage, and painting gallery. The Headmaster (S.F.) emphasised the educational function of these facilities, saying, 'We want the children to be proud, and when they create their work, they must also seek literacy.' Services have also been improved through the digitisation of the library and the creation of a non-monotonous atmosphere by providing games such as chess. The Head Librarian (S.U.) explained, 'We strive to make children interested, so it's not monotonous... so they feel comfortable resting here while reading.'

Sixth, optimising the reading corner in each classroom has successfully brought reading materials closer to students. The collection in these reading corners mainly comes from student contributions, with each child donating one book. The Head Librarian (S.U.) emphasised, 'The books are provided by the children themselves... usually one child provides one book.' If students are unable to contribute, the library is ready to facilitate, ensuring that every class has adequate access to literacy resources.



Figure 1. (Slide 1: Introducing national figure Gong A Gong; Slide 2: Reading corner atmosphere; Slide 3: Library service machine kiosk; Slide 4: Paintings by students; Slide 5: Expression stage; Slide 6: Students playing chess in the library)

Overall, the findings describe a comprehensive literacy ecosystem. The success of this strategy lies in the synergy between structured policies (mandatory reading programmes, reading schedules), human resource support (teachers, literacy ambassadors), responsive collection management, motivation through appreciation, and the creation of an inspiring physical environment.

DISCUSSION

Based on Siagian's conceptual framework (in Moruk, 2018), which defines strategy as a series of fundamental decisions and actions implemented collectively to achieve organisational goals, this study reveals that the Gema Pustaka Library at SMP Negeri 15 Tegal has developed a comprehensive strategic model to increase students' interest in reading. This consistently applied strategy reflects a holistic approach in line with Hakim's model (in Ayu, 2022), covering six interrelated and mutually reinforcing dimensions of intervention. In its implementation, this strategy not only focuses on the physical aspects of the library but also builds a sustainable literacy ecosystem through the involvement of the entire school community.

The first strategy involves optimising library visits through the innovative 'Literacy Mandate' programme, which is systematically designed by implementing class scheduling and a specific book code system. This programme is reinforced by active collaboration between librarians and teachers in conducting learning activities in the library, as well as presenting inspirational figures from the world of national literacy. The second strategy involves the continuous development and updating of collections through various sources, including the BOS budget, grants from the National Library, and donations from the literacy community, accompanied by an annual curation and sorting process to maintain the quality and relevance of the collection in accordance with the principles of collection development outlined above (Prastowo, 2012).

The third strategy involves promoting the benefits of reading through various activities, ranging from School Environment Orientation (MPLS), utilisation of digital media platforms, to the active role of Literacy Ambassadors as agents of change who recommend reading materials to their peers. The fourth strategy involves the implementation of a structured reward system through the organisation of regular literacy competitions and the presentation of annual awards for the most active library users, with Literacy Ambassadors acting as motivators in accordance with the findings (Widayani et al., 2022). The fifth strategy involves transforming physical facilities by dividing them into functional zones, including an expression stage, discussion rooms, and the implementation of digital services that improve information accessibility, as advocated by Sulianta (in Hidayah et al., 2024). The sixth strategy involves optimising reading corners in each classroom with a collection rotation system among students, which also trains collective responsibility and builds a sense of ownership of the literacy programme.

The sixth strategy involves optimising reading corners in each classroom with a collection rotation system among students, which also trains collective responsibility and builds a sense of ownership of the literacy programme. The implementation of these six integrated strategies has had a significant transformative impact on the literacy culture at SMP Negeri 15 Tegal. The most noticeable impact is a 45% increase in library visits over the past year, marked by a progressive transition from programmed and mandatory visits to visits based on students' independent initiative and intrinsic interest. This phenomenon is inseparable from the library's success in creating an attractive learning environment through a continuously updated collection and multifunctional facilities, as well as programmes that are responsive to the developmental needs of students.

The second equally important impact is the development of deep literacy awareness among students, which is manifested in various forms of expression. This is reflected in the enthusiasm of students in actively participating in various writing competitions, the improvement in the quality and variety of vocabulary in everyday communication, and the high level of interaction with literacy media provided by the school, such as literacy trees. The reward system implemented has also proven effective in meeting students' psychological needs for recognition and appreciation, in line with Maslow's Hierarchy of Needs theory, where the fulfilment of the need to be valued becomes a strong driver for the development of intrinsic motivation in literacy.

The third strategic impact is the achievement of first place in the 2024 Tegal City School Library Competition, which not only reflects the physical excellence of the library but, more importantly, demonstrates the effectiveness of the collaborative model of all school stakeholders in building a sustainable literacy ecosystem. This achievement also proves that the integration of careful strategic planning, adequate infrastructure support, and active participation from the school community can transform libraries from mere book storage spaces into inspiring and dynamic learning centres. This success also shows that developing reading interest requires a systemic approach that goes beyond partial interventions, integrating managerial, physical, social, and psychological aspects into a comprehensive and sustainable framework.

CONCLUSION

Based on research conducted at SMP Negeri 15 Tegal, an important finding that warrants reflection is the transformative power of ‘positive coercion’ through a mandatory 15-minute reading programme with diversified reading materials. Until now, efforts to increase reading interest have often focused solely on providing access and motivation. However, this study reveals a surprising paradox: significant changes in reading habits actually arise from structured interventions that deliberately ‘force’ students to step outside their reading comfort zone. This programme, which is organised with a reading theme schedule where students read not only novels and comics, but also books on religion, science, and social studies, has proven successful in breaking the reading ‘filter bubble’ and building sustainable literacy habits. Systemic support from teachers who supervise and sign literacy journals is the key to transforming the initial ‘coercion’ into a meaningful routine. These findings provide profound insights into solving literacy problems: that to overcome ingrained habits, a persuasive approach alone is not enough. A framework is needed that consistently guides and opens up new horizons, where well-applied discipline can actually give rise to true freedom of exploration.

Based on an analysis of the implementation of the Gema Pustaka Library strategy at SMP Negeri 15 Tegal, this study makes a significant contribution to the development of school library management and literacy. Conceptually, this study introduces an integrated literacy ecosystem approach that synergises structured policies, human resource support, responsive collection management, motivation systems, and the creation of an inspiring physical and digital environment. These findings enrich motivation theory by demonstrating how the implemented strategy successfully bridges extrinsic motivation to intrinsic motivation through the fulfilment of students' needs for competence, autonomy, and relatedness. This study also gave birth to operational concepts such as participatory ‘self-help reading corners’ and the transformation of libraries into living ‘cultural spaces,’ while identifying key variables such as student involvement in collection management and the integration of the teacher's role as determining factors for success. Furthermore, these findings open up opportunities for further research on the sustainability of the model, its long-term impact on academic achievement, strategies for dealing with digital distractions, and the potential for replicating the model in various school resource contexts.

Based on research on the implementation of the Gema Pustaka Library strategy at SMP Negeri 15 Tegal, there are several limitations that require further study for a more comprehensive understanding. Specifically, this study has not measured the long-term impact of literacy strategies on students' critical competencies or academic achievement, nor has it reached the perspectives of parents and the community as part of the literacy ecosystem. Conceptually, the understanding of ‘literacy’ is still centred on reading engagement and needs to be linked to a broader theoretical framework, such as digital literacy and multiliteracy. In terms of variables, the study relies more on qualitative data without the support of in-depth quantitative data such as visit statistics, reading preferences, or user satisfaction levels, and has not revealed the inhibiting variables in detail. From a methodological perspective, the case study design used limits the generalisation of findings, while the data collection methods and triangulation have not been explained in detail. Therefore, further research is recommended to conduct longitudinal studies, expand the scope of respondents, use a mixed-method approach, and compare several case studies to identify contextual factors that support success. Exploring aspects of digital literacy is also important, given that schools have utilised digital platforms in promoting their programmes.

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