

THE ROLE OF TEACHERS AS MANAGERIAL PARTNERS IN DEVELOPING LIBRARY LITERACY AT SMK IT RABBI RHADIYYABalqis Nyimas Zhafirah¹, Rhoni Rodin², Dwi Retno Wulandari³, Firdaus Al-Matiin⁴¹²³⁴ Institut Agama Islam Negeri Curup, Indonesia**Corresponding Author:**

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Abstract

This study aims to analyze the role of teachers as managerial partners in developing literacy programs at the SMK IT Rabbi Radhiyya library. The study uses a qualitative descriptive approach with data collection techniques through observation, in-depth interviews, and documentation. The research informants consisted of the library head and teachers who managed the library. The results showed that teachers had a dual role as educators and managerial partners in the planning, implementation, and supervision of literacy programs. Teachers are involved in preparing literacy schedules, assisting reading activities, organizing collections, and fostering a culture of literacy among students. However, the partnership between teachers and librarians has not been optimal due to limited human resources, the absence of permanent librarians, and limited facilities and book collections. The uniqueness of this study lies in strengthening the concept of teachers as co-managers in library-based literacy management, especially in schools that do not yet have professional librarians. The implications of this study indicate that strengthening the literacy management structure, improving teacher competence, and developing professional collaboration between teachers and librarians are key to building a sustainable school literacy culture that has an impact on improving the quality of learning.

Keywords: Literacy Culture, Managerial Partnership, Role of Teachers, School Library, School Literacy



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INTRODUCTION

School literacy in the era of 21st century education occupies a very strategic position in shaping the quality of human resources that are critical, adaptive, and competitive. Literacy is no longer limited to the ability to read and write, but has developed into information, digital, numeracy, and cultural literacy that is integrated into all learning activities. The government, through the School Literacy Movement (GLS), encourages educational units to make literacy a sustainable learning culture. However, in practice, the implementation of literacy in many schools still faces various problems, such as limited reading materials, a lack of professional librarians, a weak library service system, and a suboptimal managerial role in literacy management. This condition is also evident at SMK IT Rabbi Radhiyya, where library management and literacy programs still largely depend on the role of teachers who take turns as managers and facilitators of student reading activities.

A number of studies show that the success of school literacy is largely determined by the strength of the library management system and the synergy between school elements. Rahma & Murtadlo, (2023) show that systematically designed literacy management can significantly increase students' interest in reading. Khotimah et al., (2018) emphasize that GLS that is not supported by a strong managerial system tends to be merely a ceremonial activity without long-term impact. From the program evaluation perspective, Isnaeni et al., (2024), through the CIPP approach, found that literacy success is largely determined by planning, implementation processes, and a sustainable evaluation system. In addition, Melati et al., (2025) also emphasize the importance of the school environment in supporting the success of GLS. However, most of these studies still position teachers as mere pedagogical implementers in the classroom and do not specifically discuss the role of teachers as managerial partners in managing school library literacy. This is an important gap that has not been studied in depth.

Research by Kurniawan & Putri, (2020) shows that collaboration between teachers and librarians in GLS has a positive impact on increasing reading activities, documenting literacy activities, and student participation, but the sustainability of the program is greatly influenced by school policy support. Rachmaningsih, (2024) emphasizes that in 3T areas, collaboration between teachers and librarians requires adaptive strategies due to limited facilities and human resources. From a managerial perspective, Rusli et al., (2022) and Rusmini et al., (2025) emphasize that a POAC (planning, organizing, actuating, and controlling) function-based library management system is a key factor in the success of school literacy. From a professional collaboration perspective, Loertscher, (2000) and Montiel-Overall, (2005) position the cooperation between teachers and librarians as a form of partnership in the planning, implementation, and evaluation of literacy-based learning. However, the majority of these studies still place teachers as instructional partners only, not explicitly positioning them as co-managers or managerial partners in library-based literacy management, especially in the context of vocational high schools (SMK). Therefore, research is needed that specifically examines the role of teachers in the managerial dimension of school literacy.

Based on empirical reality, theoretical studies, and the results of previous research evaluations, this study aims to answer several key questions, namely: (1) What is the role of teachers as managerial partners in the development of literacy programs at the SMK IT Rabbi Radhiyya Library? (2) What forms of collaboration exist between teachers and librarians in the planning, implementation, and evaluation of literacy programs? (3) What factors support and hinder teachers in carrying out their role as managerial partners in school libraries; and (4) How to improve the managerial partnership between teachers and librarians to strengthen the school's literacy culture. This research is based on the argument that strengthening POAC-based managerial functions in school literacy will not run optimally without the active involvement of teachers as managerial partners of the library. Thus, strategic partnerships between teachers and librarians are believed to be the main key in building a structured, sustainable, and integrated school literacy system with learning.

LITERATURE REVIEW

School Literacy Movement (GLS)

The School Literacy Movement (GLS) is a national program that aims to foster a culture of reading and improve students' literacy skills through literacy-based habits, development, and learning. Literacy in this context is not only defined as the ability to read and write, but also includes the ability to understand information, think critically, and apply knowledge in everyday life. According to Fatonah et al., (2024), GLS plays an important role in increasing students' interest in reading and shaping a love of learning from an early age. GLS is also understood as a systemic effort involving the entire school community, including principals, teachers, and library managers, in creating a sustainable literacy ecosystem.

In its implementation, GLS covers several key aspects, namely reading habit formation activities, strengthening literacy facilities and infrastructure, developing literacy activities, and continuous program evaluation. Santosa, (2023), through a CIPP model evaluation, emphasizes that the success of GLS is largely determined by the quality of program planning, consistency in implementation, and a clear evaluation system. However, various schools still face obstacles in the form of limited reading collections, low consistency of teachers in implementing the program, and weak monitoring of literacy activities. This shows that GLS needs to be strengthened in terms of management so that its implementation is not merely a formality.

School Library Management (POAC)

School library management is a series of processes for managing library resources that are carried out systematically through the functions of planning, organizing, actuating, and controlling. School libraries not only function as a place to store collections, but also as a learning resource center that supports literacy-based learning processes. Simbolon, (2019) states that good management of learning resource centers will strengthen the function of libraries as facilitators of learning and literacy development for students. With the optimal application of POAC, libraries are able to provide effective, efficient, and sustainable services.

Library management aspects include collection acquisition, service systems, library staff management, and the use of information technology. Muljanah et al., (2025) emphasize that the digitization of school libraries is an important strategy in improving service quality and access to information for students. However, in practice, many school libraries are still managed manually, have limited professional librarians, and do not have adequate budget planning. This situation has resulted in low utilization of libraries by students and the suboptimal role of libraries as centers for strengthening school literacy.

Teacher and Librarian Collaboration in Strengthening Literacy

Collaboration between teachers and librarians is a form of professional cooperation between educators and library staff in designing, implementing, and evaluating literacy-based learning. According to Muflikah & Widianasyah, (2024), this collaboration aims to integrate library information sources into the learning process so that students learn not only from textbooks but also from various supporting reading sources. The collaboration between teachers and librarians also strengthens the role of the library as a learning center and as a medium for developing students' information literacy skills. With this collaboration, learning becomes more contextual, critical, and based on information exploration.

The forms of collaboration between teachers and librarians can be categorized into coordination, cooperation, and full partnership. Hafsari et al., (2024) explains that partnership-based collaboration is characterized by joint learning planning, information search assistance, and project-based literacy task evaluation. The results of the study show that this type of collaboration can significantly increase students' interest in reading and information literacy skills. However, collaboration is often hampered by teachers' heavy workloads, limited time for joint planning, and the absence of school policies that specifically regulate partnerships between teachers and librarians.

RESEARCH METHOD

This study focuses on the issue of the role of teachers as managerial partners in developing literacy programs in school libraries because literacy is a strategic element in improving the quality of education and school libraries function as learning resource centers. The phenomenon behind this study is the suboptimal collaboration between teachers and library managers in managing literacy programs, especially when libraries do not have dedicated librarians. This condition has implications for the implementation of literacy management functions, which are still informal and not systematically documented. Therefore, this research is important to gain a deeper understanding of how teachers perform their dual roles as educators and managerial partners in the context of school literacy development, as well as how this partnership affects the sustainability of literacy programs in the school environment.

This study uses descriptive research with a qualitative approach, which aims to describe and analyze phenomena in depth based on actual conditions in the field. The data used in this study is qualitative data obtained from direct interaction with the research subjects. The data sources consist of key informants selected purposively, namely the head librarian and teachers who also serve as library managers. These informants were selected based on the consideration that they had direct experience and in-depth understanding of the planning, implementation, and evaluation of literacy programs in school libraries. In addition, supporting data was also obtained from official school documents related to literacy programs and library management.

Data collection was conducted using several techniques, namely observation, in-depth interviews, and documentation. Observation was used to directly observe the condition of the library, literacy activities, and teacher involvement in library management. In-depth interviews were conducted to explore the informants' views, experiences, and strategies regarding the managerial role of teachers in literacy programs. Documentation was used to supplement data in the form of program archives, activity schedules, literacy reports, and supporting photographs. The data obtained was analyzed using the Miles and Huberman model, which includes the stages of data reduction, data presentation, and conclusion drawing, so that the research findings were compiled systematically and meaningfully in accordance with the research objectives.

RESULTS

Research The Role of Teachers as Managerial Partners in Library Management

Based on the interview results, the role of teachers in library management at schools is still dual in nature. Teachers not only serve as educators, but also perform the function of library managers. One teacher even serves as the head librarian. However, there is still no clear and professional library management organizational structure. The head librarian does not come from a library science background, so management is still mixed and unstable. This condition shows that library management is not yet running optimally due to the limited number of human resources specifically assigned to the library.

These findings indicate that libraries are not yet managed using an ideal management system. Teachers who also serve as library staff are potentially overworked, resulting in less than optimal attention to library management. The absence of dedicated staff indicates that institutional support for strengthening the function of libraries as centers of literacy is still weak. Managerially, this condition has implications for the low effectiveness of the planning, organizing, actuating, and controlling functions in school library management.

Forms of Collaboration between Teachers and Libraries in Literacy Development

One form of collaboration that has been established between teachers and libraries is the use of libraries as regular literacy venues for students. One teacher actively takes students to the library every week to carry out literacy activities for approximately half an hour. Collaboration is also evident in the provision of books from several institutions and other

schools, although the number is still limited. In addition, the school has also submitted a request for books to the government, but this has not yet been realized.

Collaboration between teachers and libraries has begun, but it is still simple and not yet formally structured. Literacy activities carried out on the initiative of teachers show an awareness of the importance of literacy, but are not yet supported by a strong institutional system. Limited book supplies from the government mean that literacy activities cannot yet be carried out to their full potential. This shows that collaboration is still highly dependent on the initiative of individual teachers, rather than on institutional school policy.

Factors Supporting and Hindering the Role of Teachers in Literacy Development

The main supporting factor in the implementation of literacy is the relatively obedient and easily guided attitude of students. Students are still easy to encourage to read when teachers invite them directly. Meanwhile, the most dominant inhibiting factor is the limited collection of books, which are still relatively old, and the lack of dedicated library staff who are on duty every day. Teachers must take turns managing the library according to a predetermined schedule.

Students interest in reading is greatly influenced by the quality and novelty of the book collection. The availability of old books that are less interesting is the cause of low enthusiasm among students in reading. In addition, the absence of permanent library staff causes management to not run consistently. The daily rotation of teachers also impacts the continuity of service delivery. This situation indicates that strengthening literacy requires not only student motivation, but also support in terms of facilities, human resources, and a stable management system.

Library Development Strategies to Support Student Literacy

The school has implemented several library development strategies, including renovating the library room, which was previously in disarray. In addition, the school has also collaborated with external parties to build a reading corner. The book collection has begun to be organized based on subjects that correspond to the majors available at the school, although the availability of vocational books is still incomplete.

The strategies implemented by the school demonstrate efforts to improve the physical and functional aspects of the library. The renovation and reorganization of books reflect an awareness of the importance of a comfortable reading environment. However, the incomplete availability of vocational books indicates that the library is not yet fully capable of supporting competency-based learning needs. This confirms that library development strategies need to be directed not only at physical aspects, but also at fulfilling content that is relevant to student needs.

DISCUSSION

The results of the study show that teachers in schools have a dual role as educators and library managers, so that the managerial functions of the library have not been carried out professionally. The organizational structure for library management has not been formally established and does not yet involve permanent librarians. Collaboration between teachers and the library has taken place through routine literacy activities and the use of the library as a reading room for students, but these activities are still simple and are not supported by systematic planning (Syam et al., 2025). The main factor supporting literacy is the direct involvement of teachers, who make it easier for students to be guided to read (Sahida & Erviana, 2025). In addition, several major obstacles were found, including limited book collections, a predominance of old reading materials, and suboptimal library services. The school has also made physical improvements and rearranged the library space, although support for vocational learning collections is still limited.

The dominant role of teachers in library management shows that strengthening school literacy still depends on available internal resources, rather than on a planned institutional system. The limited number of professional librarians and the absence of school policies governing library management have resulted in the pragmatic implementation of library management functions. In many educational units, literacy has not been positioned as a strategic school program, so that collection planning, services, and evaluation are not yet based on the needs of students (Rusli et al., 2022). The lack of a specific budget allocation for libraries also has an impact on the slow renewal of reading collections and services. This condition reflects the weak integration between school policy, library management, and literacy development as a learning culture (Widiasari et al., 2024).

Teachers' involvement as managerial partners can maintain literacy activities even under limited conditions, but on the other hand, it poses the risk of inconsistent library management. Teachers' heavy workloads have the potential to reduce their focus on developing innovative and sustainable literacy services (Wildyani & Syukri, 2024). Limited reading collections also have an impact on low information exploration by students and weaken the function of libraries as learning resource centers (Triyuwono et al., 2025). In the context of vocational high schools, these conditions imply that library support for competency- and skill-based learning is not yet optimal. Therefore, the findings of this study emphasize that school literacy requires synergy between teacher involvement and a professional library management system in order to have a more sustainable impact (Wildyani & Syukri, 2024).

The findings regarding the dependence of literacy on the role of teachers are in line with the research by Kurniawan & Putri, (2020), which states that collaboration between teachers and libraries often relies on individual initiatives. These results are also consistent with Rachmaningsih, (2024), who emphasizes that limitations in facilities and human resources cause literacy management to be unstructured. From a managerial perspective, the findings reinforce the views of Rusli et al., (2022) and Rusmini et al., (2025) regarding the importance of applying the POAC function in school library management. The difference is that this study specifically highlights the position of teachers as managerial partners who support the implementation of literacy at the operational level, particularly in the context of vocational schools that have specific vocational learning needs.

Schools are advised to strengthen library management by establishing a clear organizational structure and appointing competent library management staff (Utama et al., 2025). Teachers need to be positioned as strategic partners in literacy management, rather than as sole implementers working informally. In terms of policy, it is necessary to plan for the acquisition of collections that are relevant to learning needs and to strengthen the school literacy evaluation system (Novianto, 2021). For scientific development, further research is recommended to examine models of managerial partnerships between teachers and librarians in various educational contexts longitudinally. These recommendations are expected to encourage the strengthening of school libraries as centers of sustainable literacy oriented towards improving the quality of learning.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the role of teachers as managerial partners in literacy development at the SMK IT Rabbi Radhiyya Library has been implemented, but it has not been developed systematically and professionally. Teachers play a dual role as educators and library managers, so that teacher involvement is a major factor in maintaining literacy activities amid limited human resources and library facilities. These findings indicate that the presence of teachers as managerial partners is able to support the implementation of school literacy, particularly in the actuating function, even though the planning, organizing, and supervising functions have not been optimally implemented in accordance with library management principles.

The collaboration between teachers and the library has been realized through regular literacy activities, the use of the library as a reading room, and efforts to procure collections with outside assistance. However, this collaboration is still individual in nature and is not yet supported by formal school policy. The main supporting factors come from the direct involvement of teachers and the relatively easy-to-guide attitude of students, while the inhibiting factors include the limited collection of relevant books, the dominance of old reading materials, and the absence of permanent librarians. These conditions have resulted in the library not functioning optimally as a learning resource center and a center for strengthening literacy based on vocational learning needs.

Based on these findings, this study recommends strengthening school library management by establishing a clear organizational structure, appointing competent library management staff, and developing school literacy policies that are integrated with learning. Teachers need to be positioned as strategic partners in literacy management, rather than as sole implementers working informally. In addition, schools are advised to develop collection acquisition plans that are relevant to student needs and to implement a continuous literacy evaluation system. Further research could examine models of managerial partnerships between teachers and librarians in a broader school context and over a longer period of time in order to strengthen the sustainable development of school literacy.

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