

PROCUREMENT AND MANAGEMENT OF LIBRARY MATERIALS AT MARAPALAM PRIMARY SCHOOL 23

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Abstract

This study highlights the crucial issue of transforming school libraries from mere book storage facilities into dynamic learning centres that support literacy and 21st-century skills in the digital age. The study aims to analyse the implementation of the strategic role of libraries, particularly in managing library materials and the impact of literacy programmes on students' reading interest. Using a descriptive qualitative approach with a case study design at SDN 23 Marapalam, data was collected through observation and structured interviews with students. The results of the study show that structured programmes such as regular reading and compulsory book borrowing play a significant role in increasing reading interest. The role of librarians has also evolved into that of facilitators and advocates of literacy, which is crucial. These findings reinforce the evidence that access to well-managed libraries correlates positively with an increase in students' literacy competencies, acting as an educational equaliser. In conclusion, optimising the management of school libraries is key to positioning them as the core of the educational ecosystem. This research contributes to the understanding of modern multifunctional library models. As a follow-up, it is recommended to improve infrastructure and closer collaboration between librarians and teachers. For further research, longitudinal studies to measure long-term impacts and the exploration of digital literacy integration are urgently needed.

Keywords: Procurement, Reference Materials, Management



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INTRODUCTION

School libraries play a very strategic role in supporting the learning process of students. Their presence is not merely as a place to store collections, but also as a centre of information and a space for intellectual recreation. Reading activities in the library enable students to broaden their horizons, improve their literacy skills, and cultivate independent learning habits. The library functions as a medium for knowledge, experimentation, conservation, information, and recreation (Cahyani et al., 2023). Therefore, the school library should not be viewed merely as an additional facility, but as the core of the educational ecosystem.

Government policies increasingly reinforce the role of libraries in promoting student literacy. Regulation of the Minister of Education and Culture No. 23 of 2015 concerning Character Building emphasises the importance of a culture of literacy in schools through the School Literacy Movement (GLS). This regulation underlines the establishment of reading corners in every classroom as a concrete step to encourage students to read (Ministry of Education and Culture of the Republic of Indonesia, (2015). Through this strategy, students are expected to have closer access to reading materials, so that reading activities become an integral part of everyday school life. This policy demonstrates the government's commitment to building a literate generation.

The implementation of GLS is not limited to providing reading materials, but also includes strengthening students' character. Character building methods are an integral part of the literacy movement as mandated in the 2015 regulation (Zuhri Dwi Apriansah & Deri Wanto, 2022). Research conducted by Kurnia, Suntoro, and Yanzi at SMA Negeri 2 Bandar Lampung shows that this policy has succeeded in increasing student engagement in reading while strengthening moral values (Kurnia et al., 2015). Thus, school libraries serve a dual function: expanding students' knowledge while fostering noble character.

This research is of high urgency, driven by the demand for the digital transformation of school libraries so that they can become hybrid learning centres that prepare students for the 21st century, as well as a form of practical implementation of national policies such as the School Literacy Movement (GLS) and Merdeka Belajar (Freedom of Learning). However, there are several gaps that underlie the need for this study, namely the gap between existing policies and their implementation at the school level, the lack of exploration of the concrete forms and effectiveness of digital transformation in libraries, and the suboptimal management and curation strategies for collections that meet the needs of the digital generation to ensure that library materials are not only available but also actually utilised.

In the digital age, school libraries are also required to transform in line with technological developments. Strengthening literacy in the digital age must involve the use of information technology so that students interact not only with print sources but also with digital sources (Afrina et al., 2024). This is in line with the role of libraries in supporting the Merdeka Belajar policy by building a digital ecosystem (Hermawan et al., 2023).. This transformation enables libraries to be more adaptive, provide broader access to information, and prepare students to face the challenges of the 21st century. Therefore, the integration of physical and digital services is an urgent need for school libraries.

Overall, school libraries serve as learning centres that foster literacy, strengthen character education, and support 21st-century skills. The government has provided a strong regulatory

foundation through Permendikbud No. 23 of 2015, supplemented by operational guidelines Ministry of Education and Culture of the Republic of Indonesia, 2016. A number of recent studies also emphasise that libraries must continue to innovate in order to face contemporary challenges (Hermawan et al., 2023). Thus, optimising library management is key to positioning school libraries as centres of information, spaces for intellectual recreation, and arenas for skills development. In this context, libraries are no longer merely places for storing books, but rather the driving force behind a sustainable educational ecosystem.

LITERATURE REVIEW

Libraries as Sources of Learning Materials

Libraries as a source of learning materials is a concept that views libraries not only as buildings or spaces for storing book collections, but as the centre and heart of all learning activities that provide a variety of information formats, both physical and digital, that are organised and easily accessible (Budiarto, 2023; Sukri & Wahyuni, 2024). This concept emphasises that libraries are active partners in the teaching and learning process, where users (students, teachers, university students, or the general public) can find, manage, evaluate, and use information from various sources such as reference books, scientific journals, e-books, online databases, multimedia, and community sources to build knowledge, solve problems, satisfy curiosity, and develop critical information literacy skills throughout life (long-life learning) (Aini, 2025; Eskha, 2018). Thus, this understanding expands the role of libraries from mere service providers to facilitators and curators of independent and in-depth learning experiences.

Libraries as learning resources are a complex variable in the education system, the effectiveness of which can be measured through various indicators (Evawani, 2022; Inkasari, 2024). Its constituent elements include not only physical collections such as textbooks, reference materials, journals, and multimedia (collection types), but also services such as circulation, reference, and user guidance, as well as facilities and infrastructure and competent librarians (Pratama aldi & Masruri, 2024; Yuliana & Mardiyana, 2021). The main characteristics of an ideal library as a learning resource are its easy accessibility, up-to-date and curriculum-relevant collections, and an atmosphere conducive to independent and collaborative learning (Damanik et al., 2023; Iyok, 2021). To assess its role, several key indicators can be used, such as visitation rates, circulation figures, diversity of sources utilised, and improvements in users' information literacy. In practice, there are many cases that demonstrate this success, such as students who have successfully completed their research assignments by utilising reference collections and guidance from librarians, or teachers who have developed innovative learning modules based on educational journals provided by the library (Sitepu, 2014).

The Role of School Libraries in Improving Learning Material Management

School libraries play a central and strategic role in improving the management of learning materials, which is essentially a systematic process of collecting, organising, preserving, and distributing various sources of information, including textbooks, fiction, reference works, and digital collections (Fauzi, 2022). This role is reflected in the efforts of librarians to select and acquire library materials that are relevant to the curriculum, classify them using a standard system such as the Dewey Decimal Classification (DDC) to facilitate retrieval, and carry out preservation and weeding to maintain the quality and relevance of the collection (Indrahti et al., 2024).. With professional management, school libraries transform from mere book storage facilities into structured, easily accessible, and up-to-date learning resource centres, thereby directly supporting the effectiveness of the learning process and meeting the information needs of both students and teachers.

School libraries play a central and strategic role in improving the management of learning materials, which is realised through several important elements, namely a curated

collection of teaching materials, a structured organisational system such as classification and cataloguing, and the support of professional librarians (Kadar et al., 2023). The characteristics of an effective library include easy accessibility, diversity of material formats, both physical, such as books and modules, and digital, such as e-books and learning platforms, as well as active and proactive services (Suharti, 2020). This role can be realised through circulation services, the provision of digital repositories, information literacy programmes, and collaboration with teachers to develop collections that are in line with the curriculum (Rohmaniyah & Sari, 2024). Indicators of success can be seen in the increase in student visit frequency, high borrowing rates of teaching materials, integration of library resources, and improved information literacy competencies among students. Concrete evidence of this role can be found in a number of cases, such as in several schools in Singapore and Finland, which show that well-managed libraries become learning centres that encourage student academic achievement. Meanwhile, studies in Indonesia reveal that schools with active libraries tend to have more focused and resource-based teaching and learning processes.

RESEARCH METHOD

This study utilised a descriptive qualitative approach with a case study design. This approach was chosen to gain an in-depth understanding of the procurement and management of library materials at SDN 23 Marapalam. By definition, the case study method is a research strategy that aims to investigate a particular phenomenon carefully and thoroughly by gathering comprehensive information through various data collection procedures (Creswell & Creswell, 2018). The subjects of this study were students in grades one to six, with the study conducted over a period of three months, from January to March 2024. This research was conducted using a case study method through observation and interviews. Observation is the most important and indispensable method in qualitative data collection. In conducting observations, researchers are required to observe directly at the research location using their five senses, then record the information in field notes or document it with recording devices (Laksmi, 2020).

Meanwhile, the interview method was used to collect data through questions, with observations conducted directly on the use of reference materials. The researchers used a structured interview format, in which a list of questions had been prepared in advance. The interview subjects consisted of 10 students from grades one to six at SDN 23 Marapalam. The data analysis technique used in this study was the case study method. The data obtained through interviews and observations were compiled and then analysed by comparing the patterns expected by the researcher based on existing literature with the patterns found during field research.

RESULTS

The findings of this study indicate that the utilisation of library resources at SD Negeri 23 Marapalam has played a significant role in improving students' literacy and knowledge, while also demonstrating the effective implementation of library-based learning support. A structured reading routine is carried out every Saturday from 7:00 to 8:00 a.m., where students are required to read different books in each session, thereby fostering diversity and consistency in reading. Furthermore, the principal of SD Negeri 23 Marapalam emphasised the obligation of students to read and borrow books as a strategic effort to expand students' literacy competencies. This initiative not only supports the development of independent learning but also strengthens the function of the library as a vital component in the school's education programme.

School libraries go beyond their role as mere book storage facilities; they serve as dynamic learning centres that are essential for fostering early literacy skills and reading interest in primary school pupils (Mahendra et al., 2024). Creative literacy programmes, such as book clubs

that facilitate peer discussions, interactive storytelling sessions that bring stories to life, and the provision of curated reading materials tailored to children's interests and comprehension levels, synergistically create a highly engaging and non-pressurised learning environment. Through these fun and participatory activities, children's curiosity is naturally sparked, encouraging them to ask questions and explore the new worlds they discover in books. Ultimately, this foundation not only teaches children to recognise letters and words, but more importantly, effectively builds strong basic reading skills and instils a deep love of literacy that will be a valuable asset in their lifelong learning process.

In addition to fostering an interest in reading, school librarians play a very important and strategic role in fostering students' interest in reading, which in turn becomes the main foundation in supporting their holistic development. This role is not limited to managing and providing book collections, but also includes active efforts to create an attractive and comfortable library environment, as well as designing creative literacy programmes that are tailored to the interests of the younger generation. By acting as a bridge between students and the world of literacy, librarians help open windows of knowledge, enrich vocabulary, and improve critical and analytical thinking skills. Moreover, a love of reading that is successfully instilled will contribute directly to the development of students' social-emotional aspects, empathy, and imagination, thus truly preparing them not only for academic success but also to become lifelong learners and well-rounded individuals. Librarians cultivate a variety of reading opportunities tailored to students' interests and needs, thereby encouraging personal growth, inclusivity, and independence (McGeown, 2021). Reading engagement facilitated by librarians through resources, supportive environments, and guidance contributes significantly to literacy achievement (Merga & Mat Roni, 2025).

The impact of school libraries on literacy development has been strongly proven. A summary of more than 60 studies in the United States and Canada published on Wikipedia confirms that access to adequate library programmes and qualified librarians correlates with higher reading test scores, regardless of students' socio-economic backgrounds. This underscores the importance of librarians as literacy advocates and learning facilitators whose role extends beyond managing book collections to actively designing and leading creative and relevant literacy programmes, guiding users from all walks of life in mastering information literacy skills, and creating inclusive learning spaces that enable each individual to explore their potential, think critically, and become lifelong learners in facing the challenges of this digital age full of information.

School librarians perform a multifunctional, strategic and dynamic role that goes beyond the traditional duties of managing and maintaining book collections. As integral instructional partners in the educational process, they actively collaborate with teachers to design and implement learning units that not only enrich the curriculum but are also specifically designed to foster 21st-century skills in students. This collaboration focuses on developing critical thinking by encouraging students to evaluate information in depth, information literacy by guiding them to find, select, and use information sources effectively and ethically, and independent learning by creating an environment that fosters curiosity, exploration, and independence in seeking knowledge. Thus, the school library is transformed from a repository of books into an active learning centre that prepares students to face a complex and information-rich world.

School librarians play an important role that goes far beyond the traditional task of managing books, as they proactively develop and curate a diverse collection of resources in various formats, not only printed materials but also digital media such as e-books, online databases, and multimedia platforms, to support the dynamic curriculum needs and personal interests of students. In addition, they often lead technology integration initiatives by introducing new digital tools and literacy to both students and teachers, while championing the fundamental right of every student to read and access information. Through these multidimensional efforts, school librarians effectively strengthen their position and leadership

as vital educational innovators in shaping a modern, inclusive, and knowledge-rich learning environment.

In short, in this modern era characterised by an information overload and digital disruption, school libraries and the role of librarians have increasingly asserted their position as key elements and indispensable foundations in shaping information-literate and competitive students. More than just a repository of books, libraries have transformed into dynamic learning commons, providing access not only to physical collections but also to extensive digital resources, as well as collaborative spaces for discussion and creativity. At the heart of this transformation are librarians who act as navigators and facilitators of literacy; they teach important 21st-century skills, such as how to select valid information, use technology ethically and critically, and process data into useful knowledge. Thus, the synergy between modern libraries and professional librarians not only fosters an interest in reading but also equips students with lifelong learning skills, critical thinking abilities, and resilience in facing the complexities of the modern era, ultimately making them literate, independent individuals ready to compete on the global stage.

By orchestrating a series of engaging creative literacy activities and tailoring each resource to the diverse needs and comprehension levels of students, the library or institution has succeeded in creating an environment that is truly conducive to the growth of reading interest. These efforts are further strengthened by building solid and synergistic partnerships with educators to align programmes with academic curricula, so that the impact is not only seen in increased interest in reading and frequency of visits to the library, but also proven in the form of improved academic achievement among students. Therefore, investment in adequate library programmes and professional librarians is very important, as they play a central role in a healthy educational ecosystem. A well-managed library not only provides access to a diverse and up-to-date collection of books, but also creates an inspiring and comfortable space for readers. Meanwhile, professional librarians act as skilled facilitators who not only manage collections but are also able to foster an interest in reading through creative literacy programmes, guidance in searching for information, and becoming constructive discussion partners. With the synergy between adequate infrastructure and expert human resources, a sustainable and meaningful reading culture can be instilled from an early age, which will ultimately enrich.

The urgency of procuring and managing library materials in primary schools cannot be underestimated, as they form a crucial foundation for shaping a culture of literacy and successful learning among students. During the golden age of child development, the existence of a high-quality, relevant and interesting library collection is a key stimulus for fostering an interest in reading, curiosity and the ability to explore knowledge from an early age. Without planned and quality procurement, schools will only have outdated book collections that are not suitable for children's learning needs, while without professional management (such as classification, lending, and promotion systems), existing library materials will not be optimally utilised and will eventually be neglected. As a result, schools risk producing a generation that is information illiterate and lagging behind in mastering basic competencies, particularly in literacy skills, which are key to success in all subjects and subsequent levels of education. Therefore, investing in the procurement and management of a good library is a strategic investment in producing a generation of lifelong learners who are excellent and competitive.

DISCUSSION

The results of this study reinforce the idea that school libraries have evolved from being merely static book storage facilities to dynamic, multifunctional learning centres that actively contribute to improving information literacy, reading interest, and students' personal, social, and academic development through a variety of collections, programmes, and interactive services designed to foster 21st-century skills and shape lifelong learning habits. The urgency of providing reading materials tailored to students' needs can no longer be considered an option, but rather an urgent necessity. Without matching reading materials to students' interests, developmental levels, and life contexts, the books presented will only become a static

collection that does not touch their world. Ultimately, efforts to increase reading interest will be futile if students themselves do not feel interested and connected to the available materials. Amidst the onslaught of more attractive and instant digital content, the irrelevance of reading materials in school libraries risks further distancing the younger generation from the habit of reading. Therefore, tailoring reading materials to students' needs is a crucial and strategic step that must be implemented immediately to build a strong foundation of literacy before their interest in reading is completely eroded by the distractions of the digital age. As explained, the existence of structured literacy programmes, such as storytelling activities and reading schedules, is very important in fostering reading interest and basic literacy skills in primary school students (Mahendra et al., 2024). These findings are in line with previous studies showing that literacy activities in libraries play a significant role in shaping students' reading habits and academic achievement.

Furthermore, the role of school librarians has evolved far beyond their traditional duties of simply managing and maintaining book collections. In this digital age, they have transformed into active knowledge facilitators who guide students in developing information literacy skills, such as how to critically and responsibly search for, evaluate, and use information from various sources (Afrina et al., 2022). Moreover, school librarians also serve as persistent literacy advocates; they not only promote a love of reading through various programmes such as book clubs, readathons, or storytelling, but also create an inclusive and engaging environment that fosters a lifelong love of learning. Thus, school librarians are essential educational partners in shaping a generation of independent, skilled learners who are ready to face the challenges of the 21st century. It is emphasised that librarians who provide diverse reading opportunities tailored to students' needs help foster independence, creativity, and critical thinking (McGeown, 2021). Similarly, the importance of reading engagement is emphasised, which increases significantly when library professionals create a supportive environment that encourages ongoing interaction with books and other resources (Merga & Mat Roni, 2025). This implies that investing in trained librarians is as important as investing in library infrastructure.

This discussion also highlights the broader impact of school libraries on equality in education. As evidenced by more than 60 studies in the US and Canada, access to school libraries with adequate resources correlates with improved reading assessment scores, regardless of socioeconomic background (School library, 2025). This highlights the potential of libraries as equalisers in education, providing opportunities for all students to access knowledge and develop literacy skills regardless of their personal circumstances. This evidence supports the argument for strengthening library programmes as a strategic policy direction in schools.

In addition, school libraries serve as laboratories for integrating print and digital resources into the learning process. The emergence of digital platforms, such as YouTube and educational multimedia, offers complementary opportunities for experience-based learning, especially when guided by librarians or teachers. As noted in recent literature, librarians are increasingly taking on leadership roles in integrating technology into classroom practices (Ness Molly, 2022). This hybrid function demonstrates that libraries are evolving into centres of innovation where digital and traditional literacy can coexist, creating a rich learning environment for students.

CONCLUSION

Despite living in a digital age with an onslaught of more appealing instant content, students' interest in reading can actually flourish when they are given access to well-curated physical reading materials managed in a consistent, structured programme. This finding is surprising because it contradicts the common assumption that the digital generation is only interested in online content. This research proves that a structured reading routine every

Saturday morning in the library which may be considered traditional is effective in building consistency and diversity in reading interests. The lesson to be learned is that the transformation of libraries does not mean completely abandoning physical formats, but rather finding the right balance between the discipline of structured programmes and the freedom of digital exploration. The key to its success lies in curating collections that match students' interests and consistent implementation, which has proven capable of creating a natural 'intellectual addiction'. This is a valuable lesson that, amid the hustle and bustle of digital transformation, a solid foundation of literacy is built through a personalised, structured, and sustainable approach.

Based on the findings described, this study makes a significant contribution to scientific development in the fields of Primary Education and School Library Management. Conceptually, this study reinforces the hybrid 'Dynamic Learning Centre' model, which emphasises synergy between physical and digital services and collaboration between librarians and teachers. Theoretically, the study enriches the understanding of 21st-century literacy by demonstrating the practical integration of literacy, information literacy, and digital literacy. These findings also identify measurable operational variables such as the frequency of literacy activities, the level of reading engagement, and librarian-teacher collaboration as indicators of library success. Furthermore, the research raises new questions that are essential for further study, including the effectiveness of specific collaboration models, the long-term impact of library programmes on academic success, digital literacy strategies to combat misinformation, and policy factors that support library transformation in various contexts. Thus, this research not only provides an empirical framework for optimising school libraries as the core of the modern education ecosystem, but also maps out a future research agenda relevant to contemporary educational challenges.

This study, while offering significant insights, is not without its limitations. The methodological approach, a single-case study conducted over a relatively short three-month period, constrains the generalizability of the findings and limits the ability to assess the long-term sustainability of the observed literacy programs. Furthermore, the research is primarily qualitative and descriptive, relying on observations and self-reported data, which, while rich in detail, lacks the quantitative rigor to establish causal relationships or objectively measure the specific impact of library activities on defined literacy metrics. Conceptually, the study identifies the transformative role of the library and its staff but does not fully delineate the causal mechanisms through which specific interventions translate into improved student outcomes, particularly concerning digital literacy and 21st-century skills. These limitations highlight a critical need for future research to employ longitudinal, mixed-methods, or comparative case study designs that can quantitatively track literacy gains, rigorously analyze the cause-and-effect of library programs, and explore the efficacy of different collaborative models between librarians and teachers in diverse educational contexts.

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