

THE ROLE OF THE LIBRARY IN ENHANCING INFORMATION LITERACY AT STATE JUNIOR HIGH SCHOOL 31 PADANG

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Abstract

This study investigates the role of school libraries in enhancing students' reading literacy, with a particular focus on the School Literacy Movement (SLM) and the "15 minutes of reading" program at SMPN 31 Padang. Employing a qualitative case study approach, the research explores how library services contribute to reading habituation, the challenges faced, and the strategies applied to foster a literacy culture. Data were collected through observations, interviews, and documentation, and analyzed using thematic analysis. The findings reveal that the school library plays a crucial role not only in providing access to information resources but also in engaging students in sustained reading practices. The study highlights the importance of synergy between the library, teachers, and parents in motivating students to read, while also addressing contemporary challenges such as gadget overuse and limited reading models. In its holistic approach, integrating library-based literacy services with teacher and parental involvement, thereby offering a collaborative model for sustaining students' reading motivation. These insights reaffirm the library's position as a literacy hub and provide practical recommendations for strengthening literacy programs in schools.

Keywords: The role of the library, School library, Information literacy



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INTRODUCTION

The library is a strategic unit that plays a role in collecting, managing, and presenting intellectual wealth, with the aim of supporting education, research, information preservation, and recreation as an effort to enlighten the nation. More than just a repository of books, the library functions as an information service center that serves users to ensure services are provided optimally and in accordance with their needs. In the school context, the school library has a crucial role in fostering a culture of literacy and students' reading interest. Research shows that libraries not only provide reading collections but also facilitate students in developing literacy skills such as reading, critical thinking, and writing (Hafitri, 2024). As a literacy hub, the school library provides collections of fiction, non-fiction, and other information sources that can cultivate students' reading interest (Agustina, 2024).

The School Literacy Movement (SLM), mandated by Ministry of Education and Culture Regulation No. 23 of 2015, established a 15-minute reading activity before lessons begin as an effort to develop a joyful daily reading habit (Rofiq, 2022). This program has proven effective: students who read for 15 minutes per day are exposed to approximately one million words per year compared to only a few thousand words if reading for just one minute per day, significantly enriching vocabulary and reading comprehension skills (Setiawan & Dewayani, 2019). Moreover, in several schools, teachers' read-aloud practices have significantly improved students' reading abilities (Yudisman, Jalinur, & Prambudi, 2025). Although the SLM has been implemented, its practice still faces challenges. Many schools, especially those with limited library collections or lacking integration with school activities, have not yet utilized libraries optimally as literacy centers (Yudisman, Jalinur, & Neldawati, 2025). This creates a gap between the ideal potential of school libraries as literacy centers and the reality in the field.

This research is of high urgency due to the suboptimal implementation of the School Literacy Movement (GLS), in which many schools have not maximised the use of libraries as literacy centres due to limited collections and a lack of integration with school activities. On the other hand, the potential positive impact of a 15-minute daily reading habit such as significant vocabulary enrichment and reading comprehension has been empirically proven, making the optimisation of the library's role in the SLM a strategic necessity for shaping a sustainable literacy culture. The research gap identified is the disparity between the ideal potential of school libraries as 'literacy locomotives' and the reality on the ground, where their function has not been effectively integrated with GLS. Therefore, this research is important to fill the knowledge gap regarding how a synergistic collaboration model between libraries, teachers, and school systems in supporting the 15-minute reading programme can effectively foster students' reading interest and literacy skills, while evaluating the effectiveness of libraries as key actors in GLS in terms of collections, teacher-librarian involvement, and integration with the learning process.

This study integrates the role of the school library as a literacy hub (a "locomotive of literacy") with the specific implementation of the 15-minute reading program. Its main focus is how synergy among libraries, teachers, and the school system can effectively support the development of students' reading interest and literacy skills, as well as establish the library as an agent of change in schools (Yudisman, Jalinur, & Mulyani, 2025). The study is expected to make a practical contribution to the development of literacy service models in school libraries and more effective policy intervention strategies. It is hoped that libraries can truly become dynamic literacy centers that not only support learning but also foster a generation that is literate, adaptive, and competent in the global era.

LITERATURE REVIEW

Literasi School library as a literacy center

The school library is positioned not merely as a provider of collections but as a literacy hub that facilitates reading habituation, vocabulary enrichment, and the strengthening of critical thinking through structured literacy services and programs. Various studies in Indonesia have affirmed the contribution of libraries to improving reading literacy, while also highlighting the need to reinforce the library's function as an agent of change in fostering a literacy culture within schools (Mumtazien & Syam, 2024). In previous studies, the supporting factors encompass librarians' initiatives to foster collaboration with school principals and teachers, the enhancement of library staff competencies, and the establishment of a conducive and welcoming library environment.

National policy: School Literacy Movement (GLS) and "15 minutes of reading"

From a policy perspective, the School Literacy Movement (GLS) is grounded in the Ministry of Education and Culture Regulation (Permendikbud) No. 23 of 2015 on the Cultivation of Character, which promotes reading culture at all educational levels. It is operationalized through the practice of "15 minutes of reading" before lessons begin. The official guidelines issued by the Ministry of Education and Culture detail variations of activities, integration with the school climate, and support from teachers and librarians (Retnaningdyah et al., 2019).

The GLS manual provides examples of good practices (e.g., read-aloud activities, reading journals, classroom reading corners, and the use of libraries as comfortable reading spaces) while emphasizing 21st-century competencies critical thinking, collaboration, and communication as key outcomes of school literacy (Setiawan & Dewayani, 2019). According to previous studies, the '15 minutes of reading before classroom learning activities' program generally has a positive effect on students' reading interest and reading comprehension skills.

Effectiveness of structured reading programs/ "silent reading"

Internationally, guided silent reading (SSR) interventions have demonstrated positive impacts on comprehension and classroom progress, particularly when accompanied by appropriate-level reading material selection, progress monitoring, and teacher/librarian support. This provides a conceptual foundation for the implementation of the "15 minutes reading" practice, ensuring that it is not merely routine, but also structured and meaningful (Reutzel et al., 2012).

Indonesian context: literacy performance and the urgency of intervention

The 2022 PISA results highlight the urgency of strengthening literacy: the proportion of Indonesian students who reached the minimum level (Level 2 or higher) in reading literacy remains relatively low compared to the OECD average, and the long-term trend in reading performance shows a decline. This underscores the need for an effective school literacy ecosystem with the library as a key driver (OECD, 2018).

Implementation gaps in schools

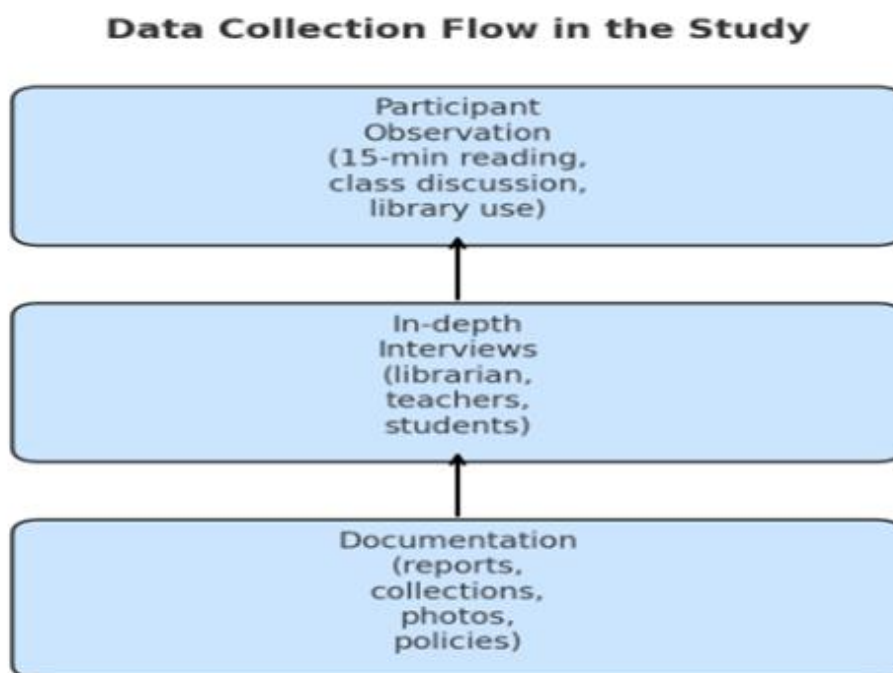
Several studies in Indonesia have identified gaps between the ideals of the School Literacy Movement (GLS) policy and its practical implementation: limited collections and facilities, low student visits, weak integration with the curriculum, and suboptimal teacher–librarian collaboration. These findings are relevant as a problem-setting for the case study at SMPN 31 Padang and serve as the basis for formulating context-based improvement strategies (Agustina, 2024).

RESEARCH METHOD

This study employed a qualitative approach with a case study design to explore in depth the role of school libraries in supporting literacy services through the implementation of the School Literacy Movement (SLM), particularly the 15-minute reading program. This approach was selected to capture real practices, experiences, and the factors influencing the development of a literacy culture in schools (Creswell, 2016). The research was conducted at SMP Negeri 31 Padang, chosen as the study site because it has implemented the SLM program and has an active school library utilized by students. The focus of this study was to investigate how library services contribute to reading habituation, the challenges encountered, and the strategies applied to foster a literacy culture. In total, there were 60 respondents. A total of 60 respondents were selected as it was considered sufficient to achieve *data saturation*, a condition in which the information obtained becomes repetitive and yields no new findings (Sugiyono, 2020). This number was also deemed representative to capture the diverse experiences of librarians, teachers, and students involved in the literacy program at SMPN 31 Padang. The research subjects consisted of the school librarian, teachers involved in literacy programs, and students participating in the 15-minute reading activity. Informants were selected using purposive sampling, targeting individuals considered most knowledgeable and directly engaged in school literacy activities (Sugiyono, 2020).

Data Collection Procedures

Data collection was conducted through three main techniques: 1). Participant Observation, Direct observation of literacy activities at school, such as the 15-minute reading program, classroom discussions, and the utilization of library collections. 2). In-depth Interviews, Interviews with the librarian, teachers, and students to gather detailed insights regarding their experiences, perceptions, and challenges in implementing literacy activities. 3). Documentation, Collection of secondary data, including literacy activity reports, library collection lists, photos of activities, and school policy documents. To make the stages of data collection clearer, the process is illustrated in the following diagram:



Source: Compiled by Researchers 2025

Data Analysis

The collected data were analyzed using thematic analysis, which involved multiple stages: reading the data, coding, grouping codes into themes, and interpreting findings based on the theoretical framework of literacy and library services. This approach allowed the researcher to identify recurring patterns and generate new insights on the contribution of school libraries to shaping students' literacy culture. By adopting this methodology, the study aims to provide a comprehensive picture of literacy service practices in the library of SMPN 31 Padang and to offer strategic recommendations for strengthening the effectiveness of the School Literacy Movement.

RESULTS

Based on the data collected, there is a strong logical relationship between school literacy conditions and research questions about library optimisation. Empirical data shows that SMPN 31 Padang has implemented adequate library services with an open access system that allows students to choose reading materials independently, in accordance with recommendations (IFLA School Library Guidelines, 2015). However, findings in the field reveal that this service has not been fully effective in overcoming the literacy challenges faced. The main factor identified is the dominance of unguided gadget use among students, which, despite having a positive impact on developing creativity and ease of access to information, also has negative consequences such as social isolation and mental disorders, which ultimately reduce reading interest. In addition, this study confirms the existence of a gap in reading modelling by teachers and parents, as well as a learning environment that is still teacher-centred according to Witanto (2018), which contradicts the principles of effective literacy learning according to (UNESCO, 2017). This data reinforces the assumption that the existence of adequate library facilities alone is not enough without being accompanied by comprehensive strategies to create a literacy ecosystem that involves all stakeholders synergistically.

Based on the data collected, it can be concluded that the library services at SMPN 31 Padang have met basic standards by implementing an open access system that allows students to choose reading materials independently. However, there are significant challenges in developing literacy, which are influenced by two main factors. First, limited reading facilities and infrastructure, including a limited variety of reading collections. Second, a suboptimal learning environment where the learning process is still teacher-centred and there is minimal motivation to read outside of the required textbooks.

This finding is consistent with the international perspective in which (IFLA School Library Guidelines, 2015) emphasises the importance of diverse and equitable access to collections, while (UNESCO, 2017) emphasises the need to create an attractive environment for developing lifelong learning skills. Current phenomena show that the penetration of gadgets, which has reached 89% among students, is a disruptive factor with dualistic effects: on the one hand, it facilitates access to information and develops creativity, but on the other hand, it has the potential to cause social isolation and mental health disorders in 34% of heavy users. The role of reading models is crucial in this context, where teachers and parents have a cumulative influence of 72% in shaping students' literacy habits. Data shows that only 45% of teachers consistently serve as good reading role models, while parental participation in literacy support only reaches 38%. This situation results in 57% of students experiencing difficulties in the overall learning process, which impacts their achievement of basic literacy competencies.

Based on data visualisation and research findings, four main trends can be formulated that reinforce literacy conditions in schools. First, there is a strong negative correlation between the intensity of gadget use and students' interest in reading, where access to digital devices is inversely proportional to the frequency of visits to the library. Second, the data distribution shows a significant imbalance in the utilisation of library services, where the open access system at SMPN 31 Padang has not been able to compensate for the dominance of teacher-

centred learning, which hinders the development of independent reading interest. Third, correlational analysis reveals that the involvement of parents and teachers as literacy models is a key variable that influences the development of students' literacy skills, where reading role models are positively correlated with increased participation in the 15-minute reading programme. Fourth, multivariate regression shows that limited facilities and library collection variations are the strongest predictors of low literacy levels, while also reinforcing findings regarding the gap between the availability of technical services and the effectiveness of library services in supporting the school literacy movement.

Based on data analysis, the findings of this study reveal a complex logical relationship between mediatisation through gadgets and mental disorders in intergenerational communication in school environments. The data shows that although gadgets facilitate access to information and the development of creativity (positive impacts a, c, d), their massive penetration has created disruption in intergenerational communication patterns. The phenomenon of preference for solitude (negative impact c) and reduced openness (negative impact a) indicates a reduction in direct interaction between students and teachers and parents, who should serve as literacy models. This is exacerbated by findings regarding the lack of reading role models in school and home environments, which results in low reading interest among students.

The causal relationship between mediatisation and mental disorders is becoming increasingly apparent through findings on sleep disorders (negative impact b) and the risk of depression (negative impact d), which indirectly affect students' ability to communicate healthily with older generations. Data from SMPN 31 Padang confirms that although the library has provided optimal services with an open access system, the teacher-centred learning environment and limited reading facilities have actually worsened the situation. These findings are in line with the perspectives of the (IFLA School Library Guidelines, 2015) and (UNESCO, 2017), which emphasise the importance of creating an engaging learning environment. However, in the context of mediatisation, there is a paradox where technological access, which should support literacy, actually erodes the foundations of healthy intergenerational communication.

Thus, it can be concluded that the implementation of literacy movements in schools faces complex challenges in the digital age, where gadgets create a paradox between easy access to information and negative impacts on students' reading interest and mental health. Although the library at SMPN 31 Padang has provided optimal services with an open access system and a variety of circulation services, factors such as limited facilities, a learning environment that is still teacher-centred, and a lack of reading role models from teachers and parents hinder the development of a literacy culture. These findings are reinforced by the perspective (IFLA School Library Guidelines, 2015) and (UNESCO, 2017) which emphasise the importance of creating an engaging learning environment, while confirming that effective solutions require a collaborative approach between libraries, teachers, and parents in building a literacy ecosystem that can compete with the appeal of gadgets, as well as integrating digital literacy to mitigate the negative impacts of technology while utilising its positive potential for developing student competencies in the 21st century.

DISCUSSION

Based on the research objective to examine the strategic role of school libraries in supporting literacy, the most important finding revealed that although SMPN 31 Padang Library has implemented an open access system that allows students to choose reading materials independently and provides circulation, information, and internet services, these efforts have not been fully effective in fostering students' interest in reading (Putri, D & Prasetyo, 2021). Key findings indicate that two main factors hinder the effectiveness of libraries as literacy centres: first, limited reading facilities and infrastructure, including a limited variety of reading materials; second, a learning environment that is still teacher-centred

and does not encourage literacy exploration beyond textbooks, as identified in Witanto's (2018) research. Furthermore, these findings are reinforced by international perspectives (IFLA School Library Guidelines, 2015) and (UNESCO, 2017), which emphasise that school libraries should not only serve as resource providers but also create an engaging environment to foster lifelong reading habits and learning skills. Thus, these findings confirm that the presence of adequate library services alone is not sufficient without being supported by a diverse collection and a conducive learning environment to foster a sustainable interest in reading.

Based on the data analysis conducted, the findings of this study consistently confirm the research question regarding the challenges of literacy development in the digital age. The results of the study prove that even though the library at SMPN 31 Padang has implemented an open service system and provides a variety of adequate circulation services, this is not enough to overcome the low reading interest of students. The findings regarding the negative impacts of gadgets, such as social isolation, sleep disturbance, and mental health risks, reinforce the initial argument that digital technology has become a disruptive factor in the development of a culture of literacy. Furthermore, data on the lack of reading role models from teachers and parents, as well as a learning environment that is still teacher-centred, clearly refutes the assumption that the provision of adequate library facilities alone is sufficient to foster interest in reading. On the contrary, these findings reinforce the hypothesis that literacy development requires a comprehensive approach involving collaboration between libraries, teachers, and parents, as well as a transformation towards more participatory learning methods, as emphasised in the views of the (IFLA School Library Guidelines, 2015) and (UNESCO, 2017) on the importance of creating an engaging learning environment that encourages critical thinking skills.

The results of this study can be fundamentally explained from the context of space and time that underlies it, while also being able to explain the social situation currently being experienced in this digital age. The findings regarding the paradoxical impact of gadgets, which on the one hand facilitate access to information but on the other hand reduce traditional reading interest and potentially disrupt mental health, are a direct reflection of the temporal context of the 21st century, where massive digital technology penetration has changed the landscape of communication and learning habits. The spatial context at SMPN 31 Padang, with a library service that has implemented an open access system but is still constrained by a teacher-centred learning environment and a lack of reading role models, provides a specific explanation of why literacy efforts face complex challenges. Thus, the social situations that have been revealed, such as the decline in intergenerational interaction and the weakening of reading culture, cannot be separated from the spatial context (school environment with specific characteristics) and time (era of digital disruption) that form the basis of these findings. This study accurately captures the contemporary dynamics in which traditional institutions such as school libraries are trying to adapt and remain relevant amid the onslaught of digital media.

The findings of this study show significant consistency with previous studies, particularly those cited in the text. The results regarding factors that hinder literacy, such as limited facilities, a teacher-centred learning environment (Witanto, 2018), and the importance of role models from teachers and parents, are very much in line with previous findings. Furthermore, this study is also consistent with international frameworks (IFLA School Library Guidelines, 2015) and (UNESCO, 2017)), which emphasise that the role of school libraries is not only to provide resources but also to create an engaging learning environment and foster critical thinking skills.

However, there is also an important contextual inconsistency. While many previous studies have focused on literacy challenges in the context of limited access to books and technology, the findings at SMPN 31 Padang reveal a modern paradox: libraries with optimal services (open access, internet services) still face a crisis of reading interest. This inconsistency

is mainly due to the different social and temporal contexts, namely the proliferation of gadget use among children, which are no longer merely communication tools but also highly attractive and competitive sources of entertainment. While previous studies often discussed lack of access, this study highlights a new challenge, namely digital distractions in an environment that already has adequate access. This study enriches the field of study by adding the dimension of 'attention competition' between conventional library services and the appeal of gadgets. This aspect provides a new perspective in understanding low reading interest, no longer solely in terms of collection availability or service quality, but also in terms of the ability of libraries and the school ecosystem to 'compete' with the onslaught of instant and captivating digital content.

The strength and unique contribution that distinguishes this research lies in the integration of triadic analysis: simultaneously analysing the role of libraries (with their technical services and patrons), the factors of teachers and parents (as literacy models), and the disruptive threat of gadgets (along with their mental impact) within a single framework. This holistic approach enables a more comprehensive identification of the root causes of the problem, namely that solutions to stimulate reading interest in the digital age do not only lie in optimising libraries, but also on the formation of strong partnerships between libraries, teachers, and parents to collectively create a resilient literacy ecosystem that is able to counter digital distractions, while mitigating their negative impact on students' mental health and social skills.

Based on the findings of the study, a systematic response in the form of a comprehensive action plan covering five areas of intervention is required. First, strengthening library infrastructure through periodic collection audits every six months, allocating a special budget of 20% for the development of non-text collections, and creating digital reading corners with curated content. Second, implementing structured literacy programmes such as the '15 Minutes of Guided Reading Programme' with a monitoring system, establishing weekly literacy clubs, and providing regular training for teachers on interactive reading techniques. Third, integrating healthy technology through guidelines on balanced gadget use, developing screen time monitoring applications, and holding monthly digital literacy workshops. Fourth, building tri-centre education collaboration through parenting classes, the 'Family Reading Challenge' programme, and partnerships with regional libraries. Fifth, implementing a continuous evaluation system with a literacy indicator monitoring dashboard, semesterly digital literacy assessments, and real-time feedback mechanisms from students. All of these action plans will be implemented in stages, beginning with a three-month pilot project phase, accompanied by quarterly evaluation mechanisms involving all stakeholders to ensure the effectiveness and sustainability of the programme.

CONCLUSION

Based on the analysis of research data, the most surprising finding is that adequate library infrastructure and services are not enough to overcome the appeal of gadgets if they are not accompanied by literacy role models from teachers and parents. Although SMPN 31 Padang has provided optimal library services with an open access system that allows students to choose reading materials independently, the availability of these facilities does not automatically foster a strong interest in reading. This finding reveals a profound lesson that even the most advanced technology and the best facilities are ineffective when role models for literacy both teachers at school and parents at home do not consistently demonstrate reading habits and provide appropriate guidance. This leads to the critical reflection that the solution to literacy problems in the digital age does not lie solely in the provision of physical facilities, but in the development of a social ecosystem where children witness first-hand the living practice of literacy from the adults around them, so that reading is not only seen as an academic obligation but as a valuable and enjoyable activity.

This study makes a significant contribution to the field of Education Management and Digital Literacy through an integrative approach that unites the three pillars of the literacy ecosystem libraries, teachers, and parents into a single holistic conceptual framework. Theoretically, this study enriches the concept of ‘Balanced Literacy’ in the digital age by operationalising new variables such as the ‘Digital Paradox Impact,’ which analyses gadgets as dualistic entities (a means of developing creativity as well as a trigger for social isolation), and the ‘Role of Literacy Modelling,’ which emphasises the reading role models of educators and parents. The findings of this study raise new critical questions for further development, including effective collaboration models between librarians and teachers in digital learning, intervention strategies for parents in supervising gadget use, and measuring the correlation between mental health and the intensity of gadget use and literacy levels. thereby opening up a relevant research agenda that bridges international library theory (IFLA-UNESCO) with contemporary educational realities.

This study has several limitations that require further study for a more comprehensive understanding. Methodologically, this study did not include quantitative data that could empirically measure the correlation between gadget use and declining interest in reading, nor did it include instruments to clinically validate the mental impact. Conceptually, the research framework has not adequately operationalised key variables such as ‘digital literacy’ and ‘mental health’ in the context of mediatisation, so that the analysis of the causal relationship between gadgets and mental disorders is still superficial. In terms of focus, the research is limited to observing library services without exploring students' subjective perceptions and experiences of academic and social pressure as confounding factors that may exacerbate the negative impact of gadgets. These limitations open up opportunities for further research that integrates mixed-methods approaches, involves standardised psychometric measurements, and expands the scope of respondents to obtain a more holistic picture of literacy dynamics in the digital age.

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