

## The Role of The School Library in Improving Students' Literacy

**Ahmad Rizaldi\***

*UIN Syarif Hidayatullah Jakarta*

ahmad.rizaldialdi@gmail.com

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**Fadhilatul Hamdani**

*UIN Syarif Hidayatullah Jakarta*

fadhilatul.hamdani@uinjkt.ac.id

\*) Corresponding Author

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#### **Abstract**

*This study discusses the literacy activities of students at school, which aims to determine the literacy activities carried out and the library's role in increasing the literacy of SDI Al-Azhar 4 students. In addition, to discover the obstacles they face and how to solve them. This is a qualitative approach with field study by data collecting be done by interviews, observation, and literature review. It found: 1). Although SDI Al-Azhar 4 has not implemented the School Literacy Movement (GLS) in the school curriculum, it has indirectly implemented GLS in their schools through reading activities in class, storytelling, book reviews, and library classes. 2) The library has a role as a facilitator in increasing the literacy of SDI Al-Azhar 4 students by facilitating reading materials, library class hours, and library activities. In addition, the library (librarian) also plays a role educator in literacy activities through storytelling, watching films, and reading in classes organized by the library. 3). Obstacles library faces in providing literacy activities are damaged easily as the results often be read by students, so then resolved it by allocating a budget for repairs and procurement of new books regularly. Besides that, another obstacle faced is Covid-19 pandemic which has changed the learning system by not being face-to-face. This problem is given a solution by carrying out literacy activities online.*

**Keyword:** school library, educational equity, School Literacy Movement (GLS), source and services.

#### **Abstract**

Penelitian ini membahas tentang kegiatan literasi siswa di sekolah yang bertujuan untuk mengetahui kegiatan literasi yang dilakukan dan peran perpustakaan dalam meningkatkan literasi siswa SDI Al-Azhar 4. Selain itu juga penelitian ini bertujuan untuk mengetahui kendala dan solusi yang mereka hadapi. Metode penelitian yang digunakan adalah pendekatan kualitatif dan jenis penelitian studi kasus. Teknik pengumpulan data dalam penelitian ini adalah wawancara, observasi, dan kajian pustaka. Hasil penelitian menunjukkan: 1). Meskipun SDI Al-Azhar 4 belum mengimplementasikan Gerakan Literasi Sekolah (GLS) dalam kurikulum sekolahnya, namun secara tidak langsung SDI Al-Azhar 4 telah mengimplementasikan GLS melalui kegiatan membaca di kelas, mendongeng, bedah buku, dan kelas perpustakaan. 2) Perpustakaan berperan sebagai fasilitator dalam meningkatkan literasi siswa SDI Al-Azhar 4 dengan memfasilitasi melalui bahan bacaan, jam kelas perpustakaan, dan kegiatan perpustakaan. Selain itu perpustakaan (pustakawan) juga berperan sebagai pendidik dalam kegiatan literasi melalui bercerita, menonton film, dan membaca di kelas yang diselenggarakan oleh perpustakaan. 3). Kendala yang dihadapi perpustakaan dalam menyelenggarakan kegiatan literasi yaitu bahan bacaan yang mudah rusak karena sering dibaca oleh siswa, yang kemudian diselesaikan dengan solusi diberikannya anggaran untuk perbaikan dan pengadaan buku baru. Selain itu, kendala lain yang dihadapi adalah adanya pandemi Covid-19 yang mengubah sistem pembelajaran menjadi tidak tatap muka. Solusi masalah ini adalah dengan melakukan kegiatan literasi secara daring.

**Kata kunci:** peran perpustakaan, literasi siswa, Gerakan Literasi Sekolah (GLS), Madrasah Ibtidaiyah Al-Azhar 4.

## INTRODUCTION

Elementary school is the first step for a child to pursue formal Education. A child still playfulness across time after studying at a kindergarten (TK) or in his family. Elementary school is undoubtedly the foundation for children to shape their character in the future. One of the methods in forming a good child's character is reading. Children (students) can broaden their horizons, sharpen ideas, and increase creativity through reading. The driving force for the rise of interest in reading is the ability to read, and the driving force for the growth of a reading culture is the habit of reading.

Making a child interested in reading at an early can be a foundation for developing a reading culture, and the school can be an institution for creating it. Based on Act of the Republic of Indonesia number 20, year 2003 on National Education System, Chapter III Article 4 paragraph (5) states, "Education is organised by developing a culture of reading, writing and arithmetic for all citizens. To support the formation of this character, the Ministry of Education and Culture also issued a School Literacy Movement program. The school literacy movement (GLS) is a program to foster students' interest in reading as stipulated in the Minister of Education and Culture Regulation No. 23 of 2015. In supporting this program, the school library certainly has an important role. This is what is mandated by Law No. 43 of 2007 concerning libraries. In Article 23 Number One (1), Every school/madrasah maintains a library that meets national library standards by considering the National Education Standards. Moreover, Number Two (2) Libraries, as referred to in paragraph (1), develop other collections that support the implementation of the educational curriculum.

The school library as a learning resource center in the schools is an integral part of the school curriculum system. It has roles including: 1) as a center for teaching and learning activities , namely the school library provides a collection of library materials to support the teaching and learning process , 2) as a simple research center , namely the school library provides a collection of library materials that are useful for carrying out simple research for students, 3) as reading centers to increase knowledge and recreation, namely the school library provides a collection of helpful library materials to broaden and deepen knowledge and intellectual recreation for students, educators and education staff, 4) as the center of information literacy activities i.e. the school library is expected to play a role in helping students, educators and education staff have the ability to recognize information needs, to solve problems, develop ideas, ask essential

questions, use various information gathering strategies, determine appropriate, relevant information and authentic, and 5) as a place for creative, imaginative, inspiring and fun activities, namely the school library provides a collection of library materials that can enhance creative, imaginative, inspiring and fun activities for students, educators and education staff (Sumartini 2015) .

The school literacy movement (GLS) is a program to foster students' interest in reading as stipulated in the Minister of Education and Culture Regulation No. 23 of 2015. GLS is an effort implemented as a whole that aims to make schools a learning organization where citizens are literate for the rest of their lives through involvement in public. School literacy activities in GLS are accessing, understanding, and using something intelligently through reading, viewing, listening, writing, and speaking. A literate society is believed to have strong character and is one of President Joko Widodo's Nawacita goals. The hope is that with the existence of the National Literacy Movement, the activities and focus of all literacy activities in Indonesia will be unified so that they can spread throughout society. GLS development is based on nine priority agendas (Nawacita) related to the duties and functions of the Ministry of Education and Culture as stated in the Nawacita points, namely number five (5) improving the quality of human life and Indonesian society; Six (6) increasing people's productivity and competitiveness in the international market so that the Indonesian nation can progress and rise together with other Asian nations; Eight (8) revolutionized the national character; Nine (9) reinforce diversity and strengthen Indonesian social restoration. The four Nawacita points are closely related to literacy as capital for forming quality, productive and competitive human resources with character and nationalism. GLS has three stages, namely habituation, development, and learning.

Libraries are required to improve student literacy by Regulation of the Head of the National Library of the Republic of Indonesia Number 10 of 2017 concerning National Standards for Elementary Schools / Madrasah Libraries. The regulation stipulates that libraries must have a compulsory reading program and an information literacy program. According to Blasius Sudarsono, the development of school library information is expected not only to provide reading books but also other sources of information, such as audio-visual and multimedia materials, as well as internet network access. Internet access is needed to add to and complete children's knowledge from other sources not owned by the school library. In response, the school librarian recognizes what types of information are needed and traces them through the sources of information mentioned above. For this reason, it is necessary to hold information literacy activities in schools (Ariyani, 2016: 5)

In addition, the National Standard for School Library Management states that school libraries should support national programs and curricula. The National Literacy Movement is a national program outlined in the Regulation of the Minister of Education and Culture Number 23 of 2015 concerning the Growth of Character and Character (Ministry of Education and Culture of the Republic of Indonesia 2015) .. One of the activities in the movement is "15 minutes of reading non-classical books before class starts". This activity is carried out to foster students' interest in reading and improve reading skills so that knowledge can be mastered better. The school library certainly has an essential role in supporting the program, where the library has library materials in the form of fiction and non-fiction textbooks and other reading materials that can provide to students.

In the School Literacy Movement, libraries are also tasked with providing library literacy, among other things, providing an understanding of how to differentiate between fiction and non-fiction reading, utilizing reference and periodical collections, understanding the Dewey Decimal System as a classification of knowledge that makes it easy to use the library, understanding the use cataloging and indexing, so that they have knowledge in understanding information when completing a writing, research, work, or solving problems (Kemendikbud School Literacy Movement Task Force, 2019: 11)

The Al-Azhar 4 Islamic Elementary School Library (SDI) is a work unit that acts as an information provider within the Al-Azhar 4 SDI environment and has a role in supporting the School Literacy Movement program. This is also based on the high need for information in the Al-Azhar 4 Islamic Elementary School environment, with the availability of information it will support the ongoing activities of the academic community at SDI Al-Azhar 4, starting from students seeking information for learning needs to teachers in preparing materials. teaching for the learning process. Based on the results of observations and initial interviews that have been conducted by the author of SDI Al-Azhar 4 librarians, it is known that they have information literacy activities in the form of *story telling* , language month, classical activities, video screenings and others. SDI Al-Azhar Islam 4 also has a library class program where students are required to come to the library. To support this program, the SDI Al-Azhar 4 library provides a printed collection of 4,813 copies, including fiction books, non-fiction books, and reference books. for non-print collections totaling 142 including learning VCDs and story VCDs. Students not only learn in class but are also invited to explore their imagination and creativity with activities held by the library.

From the various literacy activities they have carried out, even though SDI

Al-Azhar 4 has carried out various literacy activities, the school has not yet deeply understood the School Literacy Movement (GLS) launched by the government.

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The Al-Azhar 4 Islamic Elementary School Library (SDI) is library within school where provides an access to a resources variety for students to support School Literacy Movement program in there. This is also based on the high need for information in the Al-Azhar 4 Islamic Elementary School environment, with the availability of information it will support the ongoing activities of the academic community at SDI Al-Azhar 4, starting from students seeking information for learning needs to teachers in preparing materials. Teaching for the learning process. Based on the results of observations and initial interviews conducted by the author of SDI Al-Azhar 4 librarians, it is known that they have information literacy activities in the form of *storytelling*, language month, classical activities, video screenings and others. SDI Al-Azhar Islam 4 also has a library class program where students must come to the library. To support this program, the SDI Al-Azhar 4 library provides a printed collection of 4,813 copies, including fiction, non-fiction, and reference books, for non-print collections totalling 142, including learning VCDs and story VCDs. Students not only learn in class but are also invited to explore their imagination and creativity with activities held by the library.

From the various literacy activities they have carried out even though SDI Al-Azhar 4 has carried out various literacy activities, the school still needs to deeply understand the School Literacy Movement (GLS) launched by the government.

## **METHODS**

This is a case study research with in-depth studies of certain events, environments and situations that might reveal or understand something (Fadli, 2021: 10) . Because the goal of this research is accordance with the

concept of the research being studied, namely to gain understanding and to know in depth the problem under study, namely the role of the library in increasing student literacy.

The observation, interview, analysis, and other data collection methods to present responses and subject behavior (Agustinova, 2015: 22) are used. It made to obtain in-depth data until the data obtained is saturated so that there is no new information and the information are obtained or repeated.

The main objective of the research is regarding to students' literacy activities and the role of the library in increasing the literacy interest among the students at SDI Al-Azhar 4. In addition, to find out the obstacles and solutions they face, the writer uses the data collection techniques for this research with observation, interview, analysis, and other data collection methods to present responses and subject behaviour (Agustinova, 2015: 22). This research approach was chosen to obtain in-depth data and answers until the data obtained is saturated so that there is no new information and the information obtained is the same or repeated. Following are some classifications related to this study:

a. Primary data

Primary data is data obtained from the source directly without going through intermediaries. In this research, it will conduct interviews with librarians. In order to get this primary data, the writer uses various ways, namely:

1) Interview

According to Moleong, an interview is a conversation with a specific purpose. The conversation was conducted by two parties, namely the interviewer, who asked questions and the interviewee, who gave answers to these questions (Herdiansyah, 2011: 118) . The interview is a method of collecting data or information that is carried out by conducting unilateral question and answer, done systematically and based on the objectives of a study. In this study, the authors used interview techniques to answer the research problem formulation. The author interviewed the librarian of the SD Islam Al-Azhar 4 library. From this interview the writer was able to get real answers to explore the topic of the problems in the problem formulation.

2) Documentation

Documentation is an activity carried out to find data in the form of notes, brochures, minutes of meetings and so on. The documentation data referred to by the researcher are in the form of photographs and interview recordings obtained from the library, but with permission from the library as the evidence needed in this study. The existence of this documentation can also provide valid evidence for a study (Arikunto, 2019: 36)

b. Secondary Data

This secondary data comes from sources related to this research, which consist of books, literature, articles and documents related to the problem to be studied.

c. Informant

In a study, an informant is a person who is used to provide information about the condition and situation of the research setting. To determine the right informants by finding out from those who understand the object to be studied. Informants are also the key to research. The informants are the teachers and librarians of the Al-Azhar 4 Kebayoran Lama Islamic Elementary School Library.

After the data is obtained through several data collection techniques, then the data must be interpreted or analyzed by processing the data. The data analysis technique is divided into three stages: a.) Data reduction, namely data obtained by the author through interviews and literature review, is recorded in detail, grouped and focused on essential things so that the data obtained can provide a clear picture. b.) Presentation of data, at this stage, after the data has been reduced, the writer presents it in the form of narrative text. c.) Drawing conclusions, at this stage, the data is summarized and described in narrative form, and the writer concludes. Conclusions are used to answer research objectives.

## RESULTS AND DISCUSSION

### *Literacy Activities Conducted by SDI Al-Azhar 4*

For the programs from the government about School Literacy Movement (GLS) activities, so SDI Al-Azhar 4 also carries out literacy activities



in their schools. Even though they are private schools under the Islamic Boarding School Foundation (YPI), as in general private schools, the policies adopted in the implementation of teaching and learning activities are based on the policies of the supervisory foundation and the government. The same is true for policies related to literacy programs at SDI Al-Azhar 4. Although there is no written policy, their literacy activities refer to the policies of the Islamic Boarding School Foundation (YPI) and the government. They refer to the Ministry of Education, DKI Jakarta Education Office, and the National Library for government policies. Literacy activities organized by SDI Al-Azhar 4 refer to foundation programs and government programs. These references are conveyed through training programs organized by the Foundation where SDI Al-Azhar operates and also from the National Library. The community members, namely stakeholders, teachers and librarians of SDI Al-Azhar 4, attended the training and then applied it to the school program.

Literacy activities at Al-Azhar 4 Islamic Elementary School (SDI) have been running intensely since 2015. The background in holding literacy activities supports the school's vision of creating students who excel and have a global outlook. In addition, government programs related to increasing interest in reading have also become the background of the implementation of literacy activities. In organizing literacy activities, SDI Al-Azhar holds programs such as watching educational films, reading books, storytelling, library classes, and writing book synopsis. The government has initiated a program to increase literacy in the community in the form of the School Literacy Movement (GLS). GLS is a program to foster students' interest in reading as stipulated in the Minister of Education and Culture regulation no. 23 of 2015. School literacy activities in GLS are accessing, understanding, and using something intelligently through reading, viewing, listening, writing, and speaking. Furthermore, GLS can also be interpreted as an effort carried out as a whole that aims to make schools a learning organization where citizens are literate throughout their lives through several stages.

SDI Al-Azhar needs to implement the School Literacy Movement (GLS) program as planned by the government in its curriculum. However, some literacy activities they apply indirectly are literacy activities pro-

grammed by the government through the GLS. The stages of implementing the GLS designed by the government are reading habituation, developing interest in reading, and literacy-based learning. (Ministry of Education and Culture's School Literacy Movement Task Force, 2019: 29)

### 1. Reading Habit

Reading is a literacy activity that is often carried out by SDI Al-Azhar 4. Reading activities have many methods in their implementation. In the reading habituation stage, SDI Al-Azhar 4 has several activities that direct students to get used to reading books. These activities include reading before teaching and learning and reading in library class activities. The reading activity most often done by students is reading books in class. Reading in class is carried out before teaching and learning activities take place. For certain holidays they are required to read books according to the holidays.

Reading activities are supported by a reading corner that provides reading materials to support teaching and learning activities. Apart from reading in class, SDI Al-Azhar has literacy activities that can encourage students to get used to reading. The activity is in the library class. Library class is students' visit to the library, which is regularly scheduled in their lesson schedule. In these activities, students can enjoy library services, including reading library materials available in the library. The reading habituation activities in SDI Al-Azhar 4 are by the reading habituation program designed in the GLS in elementary schools. According to Antasari, the stages of reading habituation in GLS are using schools providing various books and reading materials that can attract students' interest and carry out activities that increase students' interest in reading (Antasari, 2017: 24–25) .

### 2. Reading Interest Development

Several literacy activities at SDI Al-Azhar can develop students' interest in reading, namely the Library Class, which includes storytelling and book reviews. Literacy activities at SDI Al-Azhar are mainly carried out in library class activities. Library class is a schedule of visits by Al-Azhar Elementary School students to the library, which are scheduled regularly like the schedule of subjects in class. In the library class, students can use library services such as looking for books, reading books and discussing in

the library. Besides that, library classes also often hold other activities in the library and the classroom, such as storytelling, watching movies, and reading books aloud in front of the class.

Storytelling activities at SDI Al-Azhar are carried out routinely in activities organized by the school and those held by the library. Most of the storytellers presented for activities organized by the school were from outside the school. As for the storytelling activities organized by the library, the storytellers come from the students. With storytelling activities, storytellers indirectly have to read story books in the preparation stage. In addition to listening to stories told by storytellers, students were also assigned to record the essential things they got by reviewing books. This activity is carried out in the library class, where students are assigned to review books in the library collection at certain times. The best review results will be displayed on the school's social media and library later.

Then the activity in Library Class is watching movies. Movie watching is usually held in the library and in the classroom. In this activity, the students were presented with educational films, which would later be discussed and recorded as important stories in the film. Movie-watching activities in the library class are held on certain holidays. And the films presented will be adjusted to the day that is commemorated. The other activity included in the library class is reading books aloud in front of the class, which is an activity where one student will read a book in front of his friends. The books read are usually adjusted to the grade level. They will be scheduled to read books that the librarian has determined according to grade level. Library classes are routine literacy activities for students included in the school curriculum. In library classes, students are required to come to the library to access library services such as reading books, discussing, and asking questions to the librarian. At certain times, the library class also presents educational activities that can shape students to become literate, such as giving explanations after the students have carried out literacy activities by watching movies and in storytelling activities explaining the essence of the fairy tales being told.

### 3. Literacy-Based Learning

At this stage, the school organizes activities to maintain interest in reading and increase students' literacy skills through enrichment books and text-

books. For example, activities to develop reading skills, write stories, and integrate literacy activities into the learning stages. In learning at SDI Al-Azhar 4, students can improve their literacy skills by playing videos in their teaching and learning activities. Playing videos in learning activities is a way for teachers to eliminate students' boredom in learning activities. The video is, of course, related to the discussion on the subject.

#### ***The Role of Libraries to Improve Literacy of SDI Al-Azhar Students 4***

By preparing the quality of collections, librarians and service activities, the library can help shape the learning character of students and teachers in schools according to predetermined goals. The library certainly has a significant role in helping teaching and learning activities and increasing literacy (Mangnga, 2015: 9) The role of the SDI Al-Azhar 4 Library in increasing literacy is as follows:

##### **1. The Role of Libraries as Facilitators**

In the activities of the reading habituation stage in implementing the GLS, reading material is a significant factor in facilitating students reading. The SDI Al-Azhar library, in this stage, makes a significant contribution. This contribution is made by providing reading material available at the reading corners in each class. Students often use the reading corner to borrow reading material to be read before teaching and learning activities.

Besides providing reading material for the reading corner, the library also plays a role in providing reading material through the collection of library materials they have in the library. The collections in the library are also often accessed by students of SDI Al-Azhar 4 for class assignments, as material for storytelling, and recreation by reading fiction collections. The role of the SDI Al-Azhar Library as a facilitator is, by what Titin Patimah stated, that the library has a role in providing sources of information in the form of collections. The library must meet the information needs of its users. Judging from the duties of the library, the library must be able to act as a facilitator, namely providing information that is relevant to the needs of users (Patimah, 2019: 5)

##### **2. The Role of the Library as a Mediator**

The AL-Azhar 4 SDI Library also finds reference sources in literacy activities for students and teachers in teaching lessons in class. Activities to find reference sources are carried out by librarians for students and teachers in several school literacy activities, such as activities to commemorate essential days, usually literacy activities such as reading in class, storytelling and watching films require reading materials or references appropriate to a particular theme.

In addition to finding references, libraries, through librarians, also contribute to making or editing video teaching materials. In this case, the library is involved in fulfilling learning materials such as making videos and other teaching materials. For example, during the Covid-19 pandemic, the librarian was tasked with finding digital reference sources, which would later be used as reading material in teaching and learning activities in class. The role of the Al-Alzhar SDI Library as a mediator is what was stated by Titin Patimah where the library is a mediator between information and its users, where the library as a centre of knowledge and information must be able to become a liaison for sources of information with users who need it. In order to meet the information needs of its users, libraries must provide full service to users (Patimah, 2019: 12) .

### 3. Role as Information Activities Center

The library class is important in literacy activities at SDI Al-Azhar 4. The library class has various literacy activities that students can enjoy. Literacy activities in the library class are reading books, storytelling, watching movies, and reviewing books. This library class can train independence of students to find information. Besides that, the librarian will always be willing to help students in the library class. The library's role as a centre for information literacy activities is by what is stated in the guidelines for implementing school libraries (National Library of the Republic of Indonesia, 2015) .. In these guidelines, it is stated that the school library is expected to play a role in helping students, educators, and education staff have the ability to recognize information needs, solve problems, develop ideas, ask essential questions, use various information-gathering strategies, determine appropriate, relevant and authentic information.

### ***Obstacles Faced and Solutions Implemented by Libraries in Literacy Activities***

#### 1. Covid-19 pandemic

The Covid-19 pandemic has undoubtedly had a real impact on changes in human lifestyles. One of those affected by these changes is teaching and learning activities in schools. Online methods replaced teaching and learning activities in schools. This also affected the literacy activities carried out at the SDI Al-Azhar 4 Library. In the past two years, the teaching and learning activities method in schools has changed from face-to-face at school to learning through online networks. This is due to the Covid-19 pandemic, which has required schools and all sectors to reduce face-to-face activities. This has also changed literacy activities at SDI Al-Azhar 4. From the statements submitted by sources to the authors, information was obtained that during the Covid-19 pandemic, teaching and learning activities at SDI Al-Azhar 4 were only carried out online (in the

network). Likewise, with literacy activities organized by SDI Al-Azhar 4. Literacy activities are held online, by literacy activities in regular times (before the Covid-19 pandemic); only the intensity is reduced. Literacy activities on significant holidays are still carried out online.

The flow of implementing literacy activities during the Covid-19 pandemic involved teachers (homeroom teachers) and librarians as facilitators. The teachers (homeroom teachers) continue to provide reading programs by the theme of the holiday; then, the librarian is tasked with finding reading material which is then sent to the teacher (homeroom teacher) to continue giving it to students. In supporting student literacy activities at SDI Al-Azhar 4, the school involves teachers, homeroom teachers, and librarians in providing and making information literacy activities successful. They synergize and work together to support each other in implementing literacy activities. Teachers and homeroom teachers compile learning materials supported by the librarian in finding materials that can be used as references for teachers and students to study. Literacy activities that are often carried out by libraries through library classes eventually reduce the intensity of their activities. The solution to these obstacles is to get used to providing literacy activities through the online method. In addition, the solution to these obstacles is to make librarians facilitators in online teaching and learning activities. By using librarians as facilitators, librarians actively display literacy resources that can be used as reference material in student learning.

## 2. Library Collections

Another obstacle faced by libraries in carrying out literacy activities at SDI Al-Azhar 4 is library collections. The library collection suffered much damage because students accessed it too often. Much damage occurred to the cover of the book and several pages of the collection, which were slightly damaged. In addition, the limited collection is also an obstacle in providing reading materials to students and teachers. This has an impact on students especially. Students who frequently visit the library through library classes feel bored with the same collections. The students also conveyed this to the librarian. In solving the obstacles that occur, of course, an evaluation is needed in the implementation of literacy activities at SDI Al-Azhar 4. Evaluation of these activities is held every year, although not specifically routine evaluation activities are carried out. As is the case with damage to books in the library which is then evaluated, and a solution is found to procure the collection every year and also preserve the collection. Libraries have a budget to repair damaged books and also buy new

books every year. The solution is obtained in an evaluation meeting held every year by school staff, such as the school principal, head of administration, and teachers.

### 3. Class Library

Class Library is in object-oriented program for students to visit the library, which has been scheduled and synchronized with the teaching and learning activities at SDI Al-Azhar 4. The class library has several literacy activities, such as reading books, watching movies, and storytelling. From the activities in the library class, there are several obstacles to its implementation.

The first obstacle is reading activities in the library. In reading activities, students are usually instructed to read a book with a title that will be determined by the homeroom teacher. This reading activity is an activity that is often carried out when students come to library class. The obstacle faced is the limited number of copies of each collection title provided by the library. Students in each class average twenty (20) to thirty (30) students. So, when they enter the library class and are instructed to read a book title, more than the number of copies available will be required for each student to hold one book each.

Finally, these programs can be done by dividing the students into several groups. In addition, the librarian finds similar titles to divide the group, which exchange with their friends after reading. The next program is film screening activities. However, sometimes technical problems were found when students want to turn or access some CD movies that provided, such as in-focus that does not working, the CD are scratched or damage, or the CD are not running well in the middle of playing. To overcome this, librarians usually coordinate with information technology management to help them.

## CONCLUSION

SDI Al-Azhar has implemented literacy activities. This activities side by side officially when the government launched it. Even though they did not apply it in detail to their curriculum, the literacy activities they carried out are appropriate with GLS formulation that was launched by the government. The GLS application that has been applied by providing reading material in the library and reading corner in each class, and also scheduling reading before learning activities. Furthermore, in developing an interest in reading, SDI Al-Azhar 4 has several programs, such as storytelling, book reviews, and watching movies. Then in literacy-based learning, SDI Al-Azhar inserts video playback into its teaching and learning activities.

In the literacy activities carried out by SDI Al-Azhar, of course, the library also has a vital role in supporting these activities. In this case, the library has several roles in facilitating rooms and reading materials that students can access. Then the library also rolling as a mediator by helping students and teachers find information. Then the library also often makes videos that will later be used in teaching and learning activities. Furthermore, the SDI Al-Azhar 4 library also has a role as a centre for literacy activities, namely in the library class, which is a routine program for students to visit the library, which will later be presented with literacy activities such as reading, storytelling, watching educational films and so on.

The authors' research has proven that the school library has a role in assisting literacy activities in schools. The roles of the library in literacy activities are as a facilitator, mediator, and centre for literacy activities. The SDI Al-Azhar library is also vital in carrying out literacy activities in Al-Azhar 4 elementary school. The role played by the library is as a facilitator by providing a place and reading material. Then the role of a mediator, namely, the library, provides services in supporting literacy activities for the SDI Al-Azhar 4 community.

Furthermore, the SDI Al-Azhar 4 Library is also a centre for literacy activities with literacy activities in library classes. SDI Al-Azhar 4 has made various efforts to overcome the obstacles in implementing student literacy activities, including proposing to buy new books and switching activities into online, due the covid 19 pandemic. In addition, the library should be able to coordinate with the homeroom teacher in determining the schedule of programs to be implemented in library classes; the library can provide digital books that can be accessed by students anywhere, the library can coordinate with the homeroom teacher in determining the schedule-programs to be implemented in the library classes. So, the library can coordinate with the homeroom teacher in determining the schedule to be implemented in the class library.

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