

SCHOOL LIBRARY MANAGEMENT STRATEGIES TO IMPROVE STUDENT LITERACY

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ABSTRAK

The focus of the study was students in educational units that implemented library-based literacy programs. The study showed that active and planned library management, such as forming literacy teams, providing reading collections appropriate for the students' ages, and combining literacy activities with classroom learning, can increase student engagement in reading activities. Data shows that the average number of student visits reaches 80 visits per week, or around 320 visits per month, even though the library only has 56 square meters of space.

The library not only stores books, but also functions as a literacy center that helps students learn to read. In conclusion, integrated and collaborative school library management strategies are essential for improving student literacy in a sustainable manner.

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I. Introduction

To improve student literacy, school library administration is crucial, especially in the demands of 21st-century education, which emphasizes creative, critical, and introspective abilities. Literacy is no longer just the ability to read text; it now encompasses the ability to understand data, interpret information, and use knowledge effectively in social and academic life. However, many schools have low literacy rates due to a lack of library facilities, a poor reading culture, and ineffective library management methods. Because of this, a lot of students don't participate in organized literacy activities, don't use the library as a central location for learning resources, and don't simultaneously support the growth of a literacy culture. Research on school library management strategies is very important. Studies examining methods for managing school libraries are crucial. Studies looking at how to run school libraries are essential. Studies on school library management are important. Therefore, research on school library management methods is crucial to determine the best ways to improve students' literacy skills. The purpose of this study is to find various library management methods that can enhance literacy culture. This research also offers an opportunity to develop library management models that are more suitable for the needs of students in the internet and modern technology era.

Recent studies have shown that school libraries can play a role in learning when managed in a planned, systematic, and collaborative manner. Rokfah and Diana (2024) emphasized that library management, which includes planning, organizing, mobilizing, and monitoring, can improve students' reading literacy, especially when collections and literacy programs are tailored to students' needs. Research by Febriyanti et al. (2025) also showed that libraries that offer diverse collections,

friendly service, and support for classroom reading corners can strengthen a culture of literacy and significantly increase students' interest in reading. Meanwhile, Pitriani et al. (2025) highlighted that a successful library management strategy encompasses not just collection administration but also the use of digital technologies, librarians' active participation in student mentorship, and continuous literacy initiatives. These findings reinforce the notion that good library management significantly influences students' literacy skills.

Although a number of studies have addressed library management and its contribution to literacy, there are significant gaps that still need to be addressed. Most previous research has focused on library utilization or described general management conditions, but has not specifically formulated actionable, comprehensive, and replicable managerial strategies for schools with various limitations. Additionally, previous research has tended to emphasize collection provision and literacy activities, but has not extensively explored how libraries can be strategically integrated with the learning process, how the role of librarians can be strengthened, and how digital technology can be optimized as part of a management strategy. However, as students' literacy needs become more complex, flexible, collaborative, and competency-oriented library management strategies are required. In order to improve student literacy, this research provides schools with fresh support in the form of strategic analysis to develop more efficient, pertinent, and long-lasting library management methods.

II. Methods

This study uses a quantitative approach with a literature study method (library research) to analyse the influence and effectiveness of school library management strategies on improving student literacy.

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The research was conducted non-field with a conceptual research location, namely in relevant scientific sources in the form of national and international journal articles, academic textbooks, research reports, and education policy documents that discuss school library management and student literacy. Literature sources were obtained through scientific databases such as Google Scholar, SINTA, DOAJ, and other accredited journal portals that can be accessed online.

The population of this study includes all scientific works discussing school library management strategies and student literacy, while the research sample was determined purposively with certain criteria, namely scientific publications within the last ten years, relevant to the context of primary and secondary education, and containing quantitative data or findings related to library management and student literacy variables. The number of sources analysed was adjusted according to the level of concept representation and data adequacy to answer the research objectives.

The research instrument consisted of a document analysis sheet compiled based on indicators of school library management strategies, including collection management, library services, facilities and infrastructure, the role of librarians, and literacy programmes implemented. The instrument processing procedure was carried out through the stages of literature identification, data classification, coding of findings, and tabulation of quantitative data contained in each source. To make analysis easier, the collected data was then condensed into frequency and percentage tables.

The measurement of performance benchmarks or indicators of success in this study was based on student literacy indicators commonly used in educational studies, such as frequency of library visits, reading intensity, collection utilisation, and increased student interest in reading as reported in previous studies. Data analysis was conducted using

descriptive statistical analysis techniques to describe the trends and patterns of the relationship between school library management strategies and student literacy levels. The results of the analysis were then interpreted with reference to library management and educational literacy theories to obtain comprehensive and scientifically-based conclusions.

III. Result and Discussions

The results of the study indicate that school library management strategies play an important role in improving student literacy. The findings show that school libraries that are actively and systematically managed can function as centres for literacy activities, rather than simply being places for storing books. This is in line with the results of studies showing that school libraries that are optimally utilised encourage increased reading activity and student involvement in literacy activities.

The library management emphasises the provision of reading collections that are appropriate for the age and needs of students, ease of access to services, and the creation of a comfortable and friendly library environment for students. Based on the results of observations, these conditions encourage students to interact more frequently with reading materials and make reading a part of their daily learning activities. These findings reinforce the results of previous studies which state that a conducive library environment and an interesting collection of reading materials contribute to the growth of students' interest in reading.

The results of hypothesis testing show that the approach to managing school libraries has a positive effect on students' literacy skills. With this impact, students gain a better understanding and

interpretation of texts and the ability to convey the content of what they read. The study shows that librarians are the main drivers of literacy programmes. However, despite the role of librarians and teachers in managing and facilitating literacy activities in school libraries, there will be no improvement in literacy skills.

In addition, the results of the study indicate that the existence of a literacy programme integrated with library management can create sustainable reading habits among students. Literacy activities carried out regularly in the library make students more accustomed to reading independently and purposefully. This is in line with research findings that state that literacy does not only develop through classroom learning, but also through the use of libraries as alternative learning spaces.

According to this study, school libraries can become active literacy centers rather than just book warehouses by optimizing services, collection acquisition, and reading habit programs through the creation of literacy teams. The results show an average of 80 student visits per week (320 per month) with a collection of 1,239 copies that progressively support the six functions of the library, including information, education, and recreation, despite the limited space of 56 m², which is below the national average. This administration prioritizes offering age-appropriate collections, easy access, and a comfortable environment to encourage regular engagement with reading materials as part of daily learning.

A literature review confirms that actively and systematically managed school libraries serve as centers of literacy activities, consistent with previous findings that optimal utilization encourages reading and student engagement. Management emphasizes relevant collections, ease of access to services, and a welcoming environment that increases the frequency of student interaction with reading materials,

strengthening a sustained interest in reading. Hypothesis testing from related studies shows the positive influence of library management on student literacy skills, including text comprehension and reading content delivery, with librarians as the main drivers of the program.

Although literacy will not increase if these responsibilities are not optimized, teachers and librarians play a crucial role in managing literacy teams and organizing GLS program design, such as internal competitions and 15-minute reading nooks. Routine activities in the library serve as an alternate place for classroom instruction, and integrating literacy programs with library administration fosters autonomous and intentional reading habits. Sustainability is ensured by monthly reviews using visit and participation reports, which overcome resource constraints through innovative initiatives.

School library management techniques to enhance student literacy are implemented in a planned, cooperative, and reading habit-oriented manner based on research findings and evidence from literature reviews. Libraries are positioned as both active literacy centers that are integrated with regular learning activities and learning support units. This is in line with studies that demonstrate how a well-thought-out library management system may enhance the execution of the School Literacy Movement (GLS) and increase students' enthusiasm in reading activities.

The main strategy was to form a school literacy team with teachers and librarians acting as program drivers. This group contributed to the planning of library services, the acquisition of collections, and the execution of literacy initiatives such internal literacy contests, classroom reading corners, and a 15-minute reading habit. This team played a role in planning library services, procuring collections, and implementing literacy programs such as a 15-minute reading habit, classroom reading corners, and internal literacy competitions. This cross-role involvement

ensures that library management is not partial, but rather coordinated with the learning needs of students. Previous studies have confirmed that collaboration between librarians and teachers is a key factor in the success of school library-based literacy programs.

The next strategy is to provide a collection of reading materials that are relevant to the age and needs of students. The collection is selected gradually, taking into account the developmental level of the students, the variety of reading genres, and the relevance to the learning material. Although limited space and resources remain an obstacle, targeted collection management has been proven to encourage students to visit and interact with reading materials more frequently. Literature shows that the relevance of the collection and ease of access are the main determinants of increased student interest in reading in the school environment.

In addition, the management strategy also emphasizes optimizing library services and environment to be friendly and comfortable for students. Simple yet functional room layout, easy-to-understand service system, and flexible visiting hours make the library an alternative learning space. These conditions encourage students to come voluntarily, not just because of assignment requirements. Literature studies reinforce that a conducive library environment contributes significantly to the formation of sustainable reading habits.

Another strategy is to integrate literacy programs with classroom learning activities. Teachers utilize library collections as supplementary learning resources, so that reading activities do not stand alone, but rather become part of the learning process. This integration strengthens the library's function as a means of education, information, and recreation simultaneously. The results of the study show that libraries that are integrated with learning are able to improve students' reading comprehension and ability to retell the content of a text.

To ensure the sustainability of the program, routine evaluations based on visit reports and student participation were also implemented. Evaluations were conducted periodically to assess the effectiveness of literacy programs and library services, as well as to serve as a basis for program improvement amid limited resources. This evaluative approach is in line with previous research findings that emphasize the importance of continuous evaluation in school library management in order to remain adaptive to student literacy needs.

Overall, the results of the study show that school library management strategies that focus on literacy team collaboration, collection relevance, service convenience, learning integration, and continuous evaluation can increase the intensity of student interaction with reading materials. With these strategies, libraries no longer function merely as book storage spaces, but have evolved into active literacy centers that support the continuous development of a reading culture among students.

IV. Conclusion

Based on the results of the study, it can be concluded that school library management strategies play a significant role in improving student literacy when managed actively, systematically, and integrated with learning activities. School libraries managed through collaboration between librarians and teachers are able to transform from mere book storage places into active literacy centers that support reading habits and strengthen students' literacy skills. The formation of school literacy teams, the implementation of reading habit programs, and the integration of literacy activities with classroom learning have been proven to encourage students to interact more frequently with reading materials and make reading a part of their daily learning activities.

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The findings also show that the success of library management is greatly influenced by the suitability of the reading collection to the age and needs of students, ease of access to services, and the creation of a comfortable and friendly library environment for students. Despite facing limitations in space and facilities, targeted collection management and service optimization can increase the frequency of student visits and the intensity of interaction with reading materials. This confirms that the effectiveness of school libraries is not solely determined by the completeness of physical facilities, but rather by management strategies that are oriented towards student needs and involvement.

In addition, the integration of literacy programs with library management contributes to the formation of sustainable reading habits. Literacy activities carried out regularly in the library make it an alternative learning space that complements classroom activities. Periodic evaluations through visit reports and student participation also play an important role in maintaining the sustainability of the program and serve as a basis for management improvements amid limited resources. Overall, this study confirms that school library management strategies that emphasize literacy team collaboration, collection relevance, service convenience, learning integration, and continuous evaluation can strengthen reading culture and improve student literacy in a sustainable manner.

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