PAKAR Pendidikan

School Library Management Through Formation of School Literacy Team

Manajemen Perpustakaan Sekolah melalui Pembentukan Tim Literasi Sekolah

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Abstract

This study aims to describe and analyze school library management by forming a school literacy team at SD Negeri 1 Cimanggu, Pangandaran. The focus of this study includes planning, organizing, implementing, and supervising school library management to improve students' literacy culture. This study uses a qualitative case study approach. Data collection was conducted through interviews, observations, and document analysis. The participants who served as informants consisted of the school principal, librarian, teachers, and members of the school literacy team. The results of this study indicate that forming a school literacy team plays a strategic role in optimizing library management, both in terms of services, collection acquisition, and maintenance, as well as reading habit programs. In addition, clear coordination and division of tasks within the literacy team created a conducive learning environment for literacy learning. The main challenges faced were limited resources and students' interest in reading, which were overcome by developing creative and innovative programs. This study concludes that school library management through the formation of literacy teams can strengthen the role of libraries as learning centers while building a culture of literacy in the school environment. As a recommendation, schools need to provide ongoing training and facility support for literacy teams to improve library management and increase students' interest in reading and academic achievement.

Keywords: Library management, literacy team, elementary school.

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis manajemen perpustakaan sekolah melalui pembentukan tim literasi sekolah di SD Negeri 1 Cimanggu, Pangandaran. Fokus penelitian meliputi perencanaan, pengorganisasian, pelaksanaan, dan pengawasan pengelolaan perpustakaan sekolah dalam upaya meningkatkan budaya literasi siswa. Penelitian ini memanfaatkan metode studi kasus dengan pendekatan kualitatif. Pengumpulan data dilakukan melalui kegiatan wawancara, observasi, serta telaah dokumen. Partisipan yang dijadikan narasumber terdiri dari kepala sekolah, pustakawan, para guru, dan anggota tim literasi sekolah. Adapun hasil dari penelitian ini menunjukkan bahwa pembentukan tim literasi sekolah berperan strategis dalam mengoptimalkan pengelolaan perpustakaan, baik dari segi pelayanan, pengadaan dan perawatan koleksi, maupun program pembiasaan membaca. Selain itu, koordinasi dan pembagian tugas yang jelas dalam tim literasi mampu menciptakan lingkungan belajar yang kondusif untuk pembelajaran literasi. Tantangan utama yang dihadapi adalah terbatasnya sumber daya dan minat baca siswa, yang diatasi dengan pengembangan program kreatif dan inovatif. Penelitian ini menyimpulkan bahwa manajemen perpustakaan sekolah melalui pembentukan tim literasi mampu memperkuat peran perpustakaan sebagai pusat belajar, sekaligus membangun budaya literasi di lingkungan sekolah. Sebagai rekomendasi, sekolah perlu memberikan pelatihan berkelanjutan dan dukungan fasilitas untuk tim literasi agar pengelolaan perpustakaan semakin profesional dan berdampak pada peningkatan minat baca dan prestasi siswa.

Kata Kunci: Manajemen perpustakaan, tim literasi, sekolah dasar.

1. Introduction

School libraries are an important component of the education system, functioning as information centers and learning resources. Their existence is not merely a complementary facility but a strategic element in supporting the learning process. Law Number 20 of 2003 on the National Education System and Government Regulation Number 19 of 2005 on National Education Standards mandate that every educational institution have a library. This provision is reinforced by Article 23, paragraph (1) of Law Number 43 of 2007 concerning Libraries, which states that educational institutions, including elementary schools, are required to establish libraries that comply with national standards (Inkiriwang, 2020; Luqiana & Nelisa, 2022).

Optimizing the role of school libraries has become increasingly important in improving national education quality. Libraries provide reading materials and encourage the growth of a culture of literacy, which is the main foundation for shaping students' character and competencies. Strong literacy contributes directly to learning success and the advancement of a nation's civilization (Husamah, 2024). Therefore, school library management needs to be directed towards fostering a learning environment that supports a culture of literacy in a sustainable manner.

Strengthening literacy is also an important part of realizing the grand vision of national development, namely Indonesia Emas 2045. This vision emphasizes the need to develop superior human resources (HR), one of the prerequisites of which is mastery of basic literacy (Sugiri, 2024). However, the literacy achievement of Indonesian students still shows less than encouraging results. The 2019 Programme for International Student Assessment (PISA) survey revealed that Indonesian students' reading literacy is below the international average (Hewi & Shaleh, 2020). This finding indicates the urgency of improving literacy-based learning systems in schools.

One approach that has begun to develop in strengthening literacy in schools is the formation of School Literacy Teams. These teams play a role in designing and implementing literacy programs and supporting participatory library management. Unfortunately, there is still little research that specifically examines how the formation of these teams contributes to school library management and student literacy culture in concrete terms. Most previous research has focused on developing literacy programs separate from the library management system (Nurfaisah, 2022). This creates a research gap that needs to be addressed, particularly regarding integrating literacy teams and library management as a unified strategy for improving literacy education quality in elementary schools.

SD Negeri 1 Cimanggu in Pangandaran District is one of the schools that has implemented this strategy by forming a School Literacy Team. This team demonstrates active involvement in the planning, implementing, and evaluating literacy programs integrated with library management. The uniqueness of this practice makes it relevant for further research as an example of innovative and collaborative library management.

Based on this background, this study aims to analyze school library management by forming a School Literacy Team at SD Negeri 1 Cimanggu Pangandaran. The research focuses on aspects of planning, organizing, implementing, and supervising, as well as how the presence of the literacy team impacts the strengthening of literacy culture among students in the elementary school environment.

2. Literature Review

Management is a series of processes that systematically plan, organize, implement, and supervise resources to achieve specific goals (Sholikhah, 2021). In education, applying

management principles is essential for effectively regulating institutional activities, including managing learning resources such as libraries (Fauzan et al., 2025). Effective library management is not solely determined by the completeness of the collection but also by the effectiveness of management in designing, implementing, and evaluating library services on an ongoing basis (Bangsawan, 2024).

School libraries have a strategic function in supporting the strengthening of student literacy. The informative, educational, recreational, and cultural functions of libraries make them learning centers that can support the achievement of educational goals (Afifah et al., 2020). Research conducted by Milla et al. (2022) indicates that school libraries managed in a structured manner can enhance students' reading culture. However, various challenges such as limited collections, low student visit frequency, and the lack of professional librarians remain common obstacles in school library management in Indonesia (Rodin et al., 2024; Wibowo & Budi, 2025).

Several schools have begun to develop collaborative approaches by forming School Literacy Teams to address this issue. These teams are tasked with designing literacy programs, facilitating reading activities, and assisting in the more participatory management of libraries. Literacy teams provide teachers and other school community members opportunities to improve students' literacy skills (Pratama et al., 2025). This collaborative model is believed to expand the impact of libraries from merely being places to store books to becoming centers for school literacy activities.

However, studies examining the relationship between the formation of literacy teams and the effectiveness of library management are still limited. Previous research has primarily focused on literacy programs as standalone initiatives, without considering them as an integral part of the library management system. This creates a significant gap in the literature that needs to be addressed, particularly in the context of elementary schools, which have unique characteristics in literacy management.

This study was designed to formulate a school library management model that involves the active participation of the entire school community through a School Literacy Team. SD Negeri 1 Cimanggu was chosen as the research location because it has implemented this approach in practice. By examining library management practices through forming a literacy team at the school, a more comprehensive understanding of effective strategies for improving student literacy culture at the elementary education level will emerge.

3. Research Method

This study uses a qualitative approach with a case study method (Assyakurrohim et al., 2022). The qualitative approach was chosen because it allows researchers to understand the processes and dynamics of library management in depth in a real context, not limited to numbers or statistics, but emphasizing the meaning, experiences, and interactions that occur in the field. This approach is considered more appropriate than the quantitative approach because the main focus of the research is to explore the process of participatory library management through forming a School Literacy Team, rather than measuring the statistical relationships between variables. The case study method was used to explore this phenomenon comprehensively in a single case unit, namely at SD Negeri 1 Cimanggu, Pangandaran Regency.

This study's subjects were the principal, librarian, classroom teachers, students, and parents. The informants were selected purposively based on their direct involvement in library management and the implementation of literacy programs at the school. The informants consisted of one principal, one librarian, three classroom teachers, four students, and two parents.

Data was collected using four main techniques: participatory observation, structured interviews, documentation studies, and visual documentation. Observations were made on library management activities and the implementation of literacy programs in schools. Interviews were conducted with all informants to explore their experiences, roles, and perceptions of library management and the literacy team. Documentation studies were used to examine school documents such as work programs, literacy activity agendas, library reports, and letters of assignment to form literacy teams. Meanwhile, visual documentation was collected by collecting literacy activity photos and videos to reinforce descriptive data.

To ensure data validity, researchers used both source and method triangulation techniques. Source triangulation was conducted by comparing data from school principals, teachers, librarians, and students, while method triangulation was conducted by comparing the results of interviews, observations, and documents. The researcher also used the member checking technique to confirm findings with primary informants to ensure data interpretation aligns with on-the-ground realities.

The data was analyzed using Miles and Huberman's interactive analysis model, which consists of three main stages: data reduction, data presentation, and conclusion drawing. The analysis was conducted simultaneously from the beginning of data collection to the final stage of the research. Data was reduced by filtering relevant information according to the research focus. The reduced data was then presented in narrative and table form, which made it easier to see patterns and trends. The final stage was drawing conclusions based on an in-depth interpretation of all findings, which were then re-verified to ensure their validity.

4. Results and Discussion

4.1. Research Result

The results of this study reveal that library management at SD Negeri 1 Cimanggu, Pangandaran Regency, is carried out through four main management functions, namely planning, organizing, implementing, and supervising, with the active involvement of the School Literacy Team.

In terms of planning, the School Literacy Team, the principal, and teachers design literacy programs at the beginning of the school year. Planning is carried out through school work meetings that schedule daily, weekly, and monthly literacy activities. Based on the literacy work program document for the 2024/2025 academic year, the activities designed include classroom reading corners, a 15-minute reading movement before class, school reading corners, and internal literacy competitions. Information from interviews with the principal and literacy team at the school shows that the program is tailored to the school's vision and available resources.

In terms of organization, the school formed a School Literacy Team based on a Principal's Decree, consisting of representatives of teachers, librarians, and homeroom teachers. The literacy organization structure document describes the duties and responsibilities of each team member in detail. For example, teachers coordinate classroom reading corners, while librarians are responsible for book circulation and documentation. Field observations indicate that this structure facilitates member coordination and creates a clear division of labor in library management.

Regarding implementation, literacy activities and library services are carried out according to the established schedule. Observation results indicate that students regularly visit the library individually or in class groups with teacher guidance. Student activities can be seen in the following.

Table.1. Library Activities

No	Type of Activity	Description
1.	Book Loan	Available every day
2.	Independent Reading	Students read in the library
3.	Average Weekly Visits	± 80 student visits
4.	Total Monthly Visits	± 320 student visits

Table 1 shows that the library actively provides book lending services, independent reading, and exhibitions of student writing. The average number of student visits in one week is 80, totaling 320 visits per month. In addition, School Literacy Movement (GLS) activities such as 15 minutes of reading, book reviews, and literacy seminars are also part of routine activities.

The school principal and the literacy team coordinator supervise, monitor, and evaluate the literacy program. Evaluations are carried out as monthly reports containing a summary of book loans, student participation in literacy activities, and notes on challenges faced. Based on interviews with the school principal, these reports serve as the basis for decision-making regarding program improvements. In addition to internal evaluations, the school also involves the school committee in periodically reviewing the effectiveness of the literacy program.

Overall, the research findings indicate that establishing the School Literacy Team at SD Negeri 1 Cimanggu has significantly contributed to the sustainability of the literacy program and library management. The involvement of various school stakeholders in all management aspects is a key factor in successfully implementing this program.

4.2. Discussion

This discussion reviews the study's results on school library management at SD Negeri 1 Cimanggu, which is managed through four management functions (planning, organizing, implementing, and supervising) and the gradual implementation of six library functions. These findings were thoroughly examined through the interpretation of field practices, linked to theory and previous research findings, and analyzed for their relevance to the research objectives.

In terms of planning, the principal, teachers, and literacy team's involvement in developing literacy programs demonstrates the implementation of collaborative management. Literacy activities, such as reading corners, GLS, and literacy competitions, have been designed through deliberation and outlined in the annual work program. This aligns with the opinion Nasir et al. (2023) that participatory planning is the key to successful educational institution management. Activity plans are developed based on available resources, which, although limited, are still utilized optimally.

However, physical library space is limited. The area of 56 m² does not meet the minimum SNIBP standard of 72 m² for schools with 3–6 classrooms. The following table compares the library space at SD Negeri 1 Cimanggu with national standards.

Table.2. Comparison of Library Space Area

School Name	Room Area	SNIBP Standard	Notes
State Elementary School 1 Cimanggu	56 m	72 m	Does not meet standards

Based on the table above, the condition of the room will affect the availability of furniture, space for movement, and student comfort. Additionally, inadequate lighting disrupts learning comfort. This finding reinforces the argument in Bararah (2020) that physical facilities are an important component in effectively managing learning resources.

In terms of organization, the school has formed a School Literacy Team responsible for implementing literacy programs and assisting with library management. This structure creates a clear division of tasks and cross-functional roles. Although the librarians assigned do not have a background in library science and are honorary BOS staff, the team's presence serves as a solution to address individual competency limitations. This emphasizes the importance of teamwork in supporting the effectiveness of school management (Mulyasa, 2022).

From the implementation aspect, the library is active in various services such as book lending, independent reading, and student writing exhibitions. The average number of student visits is 80 per week and 320 per month, indicating high enthusiasm for the library. The book collection at the library of SDN 1 Cimanggu can be seen in the following table.

Table.3. Comparison of Book Collection Numbers

No.	School Name	Number of Collections
1.	SDN 1 Cimanggu	1,239 copies
2.	Taman Asuhan Junior High School	1,399 copies

Based on Table 3, the library has only 1,239 copies of books. Unlike other schools that receive regular donations, such as SMP Taman Asuhan, which has 1,399 copies, SDN 1 Cimanggu must increase its collection to support literacy activities. This aligns with the view that the success of literacy also depends on the diversity and availability of reading materials.

The implementation of the library's six functions at SD Negeri 1 Cimanggu is being carried out gradually. The following is a discussion of each function with an introduction and concrete examples.

a. Information Function

As an information center, the Cimanggu 1 Public Elementary School Library provides a variety of reading materials, both printed and recorded. The collection includes textbooks such as science, social studies, folk tales that contain cultural values, and light yet informative children's magazines. Although the collection is still limited, students can utilize these materials to complete school assignments, expand their knowledge, and support the enrichment of subject matter. This informational function makes the library an important place for students to access knowledge independently and responsibly.

b. Educational Function

The Cimanggu 1 Public Elementary School Library supports the learning process by providing a library collection relevant to the curriculum. Teachers often utilize collections such as moral storybooks in School Literacy Movement (GLS) activities and character value discussions. For example, through group reading activities, students are encouraged to understand the meaning of stories, which are then discussed to instill values such as empathy, responsibility, and cooperation. This demonstrates that the library is central to fostering literacy habits and building students' character.

c. Cultural Function

Through various activities such as student art exhibitions, poetry reading competitions, and the provision of reading materials on local culture, the Cimanggu 1 Public Elementary School Library helps preserve cultural values. Students are introduced to local folk tales, traditional songs,

and local artworks as part of the library's collection. These activities strengthen a sense of love for one's culture and foster mutual respect among the diverse cultures in the school environment.

    d.   Recreational Function

The Cimanggu 1 Public Elementary School Library is also an educational recreational spot. Students can read educational comics, fables, or light children's novels as entertainment that still contains moral messages. Although the reading space is limited, the library atmosphere is designed to be as comfortable as possible with literacy-themed decorations, student-made ornaments, and an attractive reading corner. As a result, the library becomes a pleasant place that can naturally increase students' interest in reading.

    e.   Research Function

Although still basic, the SD Negeri 1 Cimanggu library has provided reference materials that support simple research activities for students, especially in grades 5 and 6. Sources such as encyclopedias, dictionaries, and student project reports from previous years are utilized in inquiry assignments or thematic projects. Teachers also guide students in searching for data from library sources before compiling their assignment reports. This is an initial step in fostering a culture of research and critical thinking within the elementary school environment.

    f.   Deposit Function

As a form of preserving works, the Cimanggu 1 Public Elementary School Library carries out a deposit function by storing students' written works, such as short stories, poems, project reports, and reflective notes. These works are organized into folders or files based on the academic year and stored neatly in the library. Although a digital system has not yet been implemented, this effort demonstrates the school's awareness of the importance of documenting students' work as part of the school's history and identity.

Finally, regarding monitoring, the literacy team and the school principal collect data through monthly visit reports and literacy activities. Evaluations are used to make program improvements, such as adjusting library opening hours or expanding the collection based on student interests. This demonstrates that the school applies the principles outlined by Miles and Huberman in their managerial evaluation framework.

These findings indicate that SD Negeri 1 Cimanggu has collaboratively integrated management and literacy functions. The formation of the School Literacy Team has proven to be a strategic innovation in addressing resource constraints and strengthening literacy culture. This study supports the importance of the library as a center for learning and school culture, demonstrating that proper management can optimize potential despite physical and resource limitations.

5. Conclusion

Based on the results of research conducted at SD Negeri 1 Cimanggu, it can be concluded that school library management through the formation of a School Literacy Team has been implemented by applying management functions that include planning, organizing, implementing, and supervising. These four aspects indicate that the active involvement of all school community members in the literacy team structure positively impacts the sustainability of literacy programs and library operations. Despite limitations in terms of physical space, book collections, and

librarian resources, this team-based management approach has gradually optimized library functions, particularly information and educational functions.

These findings recommend that the participatory library management model through the School Literacy Team can be applied more widely in other elementary schools, especially those facing similar limitations. Strengthening teacher collaboration, improving librarian competencies, and support from the school principal are important elements in successfully implementing school-based literacy programs. Policy support from the education office in the form of training and facilitation is also needed to ensure the program's sustainability.

This study's scope is limited, covering only one school. Therefore, it is recommended that future researchers develop similar studies using a multi-case or comparative quantitative approach. Further research could also explore the library management model's influence on improving student learning outcomes directly to obtain a more comprehensive picture of the impact of literacy in the context of basic education.

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