



## Improving the Quality of Education Through Revitalization of Educational-Based Libraries as an Effort to Increase Literacy and Sustainability of Reading Corners

Dian Sonya Kristanti<sup>1\*</sup>, Syarif Hidayatullah Azhumatkhani<sup>2</sup>,  
Ardhan Ardiansyah Kawakibi<sup>3</sup>

<sup>1,3</sup> Program Studi Manajemen, Fakultas Ekonomi dan Bisnis,  
Universitas Widyagama Malang, Indonesia

<sup>2</sup> Program Studi Ilmu Hukum, Fakultas Hukum,  
Universitas Widyagama Malang, Indonesia

Jl. Borobudur No.35, Mojolangu, Kec. Lowokwaru, Kota Malang, Jawa Timur 65142

Korespondensi penulis: [diansonya.46@gmail.com](mailto:diansonya.46@gmail.com)

**Abstract** Reading interest plays a crucial role in students' cognitive development and academic achievement. However, the low access to interesting reading materials and the lack of library facilities are the main obstacles in improving the literacy of elementary school students. This study aims to identify the impact of educational-based library revitalization on increasing students' interest in reading at SDN Sukolilo 01. The method used is Classroom Action Research (PTK) with a spiral approach from Kemmis and Taggart, which includes planning, action, observation and reflection. The implementation of the creative library program included library rearrangement, interactive reading, and literacy activities. The results showed a significant increase in library visits, book borrowing and student participation in literacy activities. The main obstacles faced were the limited book collection and students' low interest in non-fiction books. Therefore, there is a need for collection enrichment and innovative strategies to sustain the reading culture in the long term. This study contributes to providing recommendations for schools in creating a more interactive and sustainable literacy environment.

**Keywords** : Reading Interest, Creative Library, Literacy, Primary Education, Library Revitalization .

### 1. BACKGROUND

Reading interest plays an important role in the development of cognitive abilities, critical thinking skills, and academic achievement of elementary school students. In addition, reading interest that is instilled from an early age can contribute to their ability to understand and analyze information holistically (Elendiana, 2020). However, there are many challenges faced in efforts to increase children's reading interest at this school level. Various studies show that low reading interest at elementary school level is caused by limited access to interesting and quality reading materials, lack of innovative and fun learning methods, and minimal school library facilities designed to support active literacy exploration (Bela Agustin, 2025).

In an effort to overcome these problems, the idea of creative libraries is increasingly gaining attention as an innovative solution that can increase students' interest in reading. The creative library program not only provides interesting reading, but also integrates interactive elements and creativity-based learning methods, such as story telling, role-playing based on story books, and drawing, so that it can increase students' interest in reading activities,

especially students of SDN Sukolilo 01. (Triani Triani et al., 2024) This program is expected to foster students' views that reading is not always boring but reading can also be fun and useful.

However, there are still challenges related to the long-term effectiveness of this program in forming a reading culture. Most studies focus more on the short-term impact of creative library programs, without looking at how the constellation of the program builds a strong reading culture in elementary school environments. In addition, research on how creative library designs can be implemented in school environments with limited facilities and infrastructure is lacking, because school facilities and infrastructure have a significant impact on increasing students' interest in reading.

This creative library program is packaged in community service activities which are expected to be able to resolve these problems by providing a more interesting reading experience for students of SDN Sukolilo 01, which can later support the program towards a golden Indonesia 2045.

## **2. THEORETICAL STUDY**

### **The Concept of Reading Interest in Elementary School Children**

Reading interest is a fundamental aspect in developing early childhood literacy. The school library is not only a warehouse for storing books, but also the heart of learning that supports increasing reading interest through innovative programs such as *story telling*, role-playing based on story books, and drawing (Mahendra, Suprpto, & Apriza, 2024). Reading interest can be influenced by various factors, including the social environment, parental involvement, and the availability of reading materials that are interesting to children.

### **The Role of Creative Libraries in Increasing Reading Interest**

Modern libraries not only function as book repositories, but also as literacy centers that are oriented towards interactive and innovative learning experiences. The use of technology in libraries can also attract children to come to the library (Indrayani & Hidayati, 2023). In addition, innovative strategies such as creating comfortable reading spaces, reading together, and active student involvement in library management have been shown to increase their interest in reading.

### **Previous Studies on Increasing Reading Interest**

Various previous studies have proven that innovative library management contributes to increasing elementary school students' interest in reading. Some important findings include:

- a. Netty Herawati, (2023) studied the impact of the School Literacy Movement (GLS) and found that updating the collection of reading materials and innovation in teaching methods were the main factors in the effectiveness of this program (Netty Herawati, 2023).
- b. Muhklis *et.al* , (2024) showed that student participation in the Campus Teaching program which focuses on literacy plays a role in increasing students' access to interesting reading materials, as well as providing support in developing their reading skills (Ahmad Muhklis, Apriza, & Guru Sekolah Dasar, 2024).

### 3. RESEARCH METHODS

This study uses a qualitative method of Classroom Action Research (CAR) which was implemented at SDN Sukolilo 01 Dusun Kampung Anyar, Sukolilo, Jabung District, Malang Regency. This study uses the learning and playing method. The subjects in this study were students of SDN Sukolilo 01 from grade 1 to grade 6 totaling 17 students, who had the criteria of a sample of students who had poor reading and writing skills according to previous observation and interview data.

Classroom Action Research is conducted when there are problems in classroom learning. Classroom Action Research is conducted by implementing various innovations to improve the quality of learning (Roza, 2020). This research refers to research conducted by Kemmis and Taggart in (Nasriyati, 2018), namely using the spiral method which begins with planning (*plan*), action (*act*), observation (*observe*) and reflection (*reflect*). The following is a description of the stages of Classroom Action Research:

- a. Planning stages (*plan*)

At the beginning of the research stage, the researcher observed the obstacles that occurred at SDN Sukolilo 01 by means of natural observation of students during teaching hours and during breaks, then the researcher conducted interviews with the principal, class teachers, and several students. Through observation and interview data, the researcher can classify and focus on the problems that occur in students, namely the lack of interest in reading and unorganized library facilities and infrastructure. So based on the existing obstacles, the researcher plans to increase interest in reading and revitalize the library at SDN Sukolilo 01.

- b. Action stages (*act*)

Based on the planning stages, the researcher implemented a solution to overcome the existing problems, namely by reorganizing and redecorating the SDN Sukolilo 01 library to attract students' interest in reading.

c. Observation stages ( *observe* )

Every active school day, researchers conducted observations to measure the developments that occurred in students of SDN Sukolilo 01 both in terms of reading interest in the library and in improving reading skills.

d. Reflection stage ( *reflect* )

At this stage , the researcher reflects on what has been done, whether it is effective and has a positive impact towards change so that it can improve the quality of education, especially students' interest and literacy quality.

#### **4. RESULTS AND DISCUSSION**

This research was conducted at SDN Sukolilo 01, Jalan Raya Sukolilo No.139 Jabung with a period of 25 days from January 20 to February 13, 2025. Data were collected through field observations, interviews with school officials and students, and documentation related to the creative library program. The observation process was carried out directly by observing student activities in the library before and after the implementation of the program. Interviews were conducted with the principal, teachers, and several students who were active or less active in reading. In addition, documentation data includes book borrowing records, library visit lists, and literacy activity reports organized by the school. Then the data was processed by comparing before the creative library program and after the creative library program.

##### **Decline in Students' Reading Interest at SDN Sukolilo 01**

The data shows that the low reading interest of students at SDN Sukolilo 01 is caused by the increasing use of gadgets and more interesting online games. Based on interview data, several students stated that they were more interested in interactive digital content compared to reading books conventionally. This can reduce the number of book borrowings and the lack of student participation in literacy activities at school.

##### **Book Borrowing Data**

Based on book borrowing data before the implementation of the creative library program, only about 20% of the 287 students consisting of grades 1 to 6 actively borrow books every week. Most students only visit the library during recess or when there is an assignment from the teacher that requires them to look for additional references with an average visit of around 35%. This continues to experience an increase in book borrowing of around 60% and visits by students of 80% after the implementation of the creative library creation program.

Table 1. Average Visits and Book Borrowing Before Creative Library Implementation

| Class | Number of Students | Average Visits per Week | Average Books Borrowed per Week |
|-------|--------------------|-------------------------|---------------------------------|
| 1     | 48 Students        | 17 Students             | 10 Books                        |
| 2     | 45 Students        | 16 Students             | 9 Books                         |
| 3     | 65 Students        | 23 Students             | 13 Books                        |
| 4     | 40 Students        | 14 Students             | 8 Books                         |
| 5     | 43 students        | 15 Students             | 9 Books                         |
| 6     | 46 Students        | 16 Students             | 9 Books                         |

Table 2. Average Visits and Book Borrowing After Creative Library Implementation

| Class | Number of Students | Average Visits per Week | Average Books Borrowed per Week |
|-------|--------------------|-------------------------|---------------------------------|
| 1     | 48 Students        | 41 Students             | 29 Books                        |
| 2     | 45 Students        | 38 Students             | 27 Books                        |
| 3     | 65 Students        | 55 Students             | 39 Books                        |
| 4     | 40 Students        | 34 Students             | 24 Books                        |
| 5     | 43 students        | 37 Students             | 26 Books                        |
| 6     | 46 Students        | 39 Students             | 28 Books                        |

### Creative Library Implementation

The implementation of the creative library program is not only rearranging the library layout, but also implementing more attractive literacy strategies. This program includes various activities carried out to increase the attractiveness of the library, including:

- a. Rearranging the bookshelves in the library to make it tidier and more comfortable



Figure 1. Library Condition Before Revitalization



Figure 2. Library Condition After Revitalization

- b. Coding books based on categories using the *Dewey Decimal Classification* (DDC) system which consists of ten main classes.

Table 3. Book Coding Using the *Dewey Decimal Classification* (DDC) System

| Code    | Classification                               | Number of Books |
|---------|--|-----------------|
| 000-099 | Computers, General Information and Reference | 118 Books       |
| 100-199 | Philosophy and Psychology                    | 141 Books       |
| 200-299 | Religion                                     | 186 Books       |
| 300-399 | Social Sciences                              | 278 Books       |
| 400-499 | Language                                     | 164 Books       |
| 500-599 | Science and Mathematics                      | 139 Books       |
| 600-699 | Technology                                   | 304 Books       |
| 700-799 | Recreational Arts                            | 155 Books       |
| 800-899 | Literature                                   | 107 Books       |
| 900-999 | History and Geography                        | 298 Books       |

- c. Arranging the layout of the room to make it more aesthetic, comfortable and attractive for students



Figure 3. Library Condition Before Layout Arrangement



Figure 4. Library Condition After Layout Arrangement

- d. Library system programming, where book coding is input into the library computer to increase the efficiency of recording borrowings.
- e. Creating motivational words that are attached to the library walls to build enthusiasm for reading



Figure 5. Giving Motivational Words

- f. Creating library regulations so that students are more disciplined in using the available facilities
- g. Implementation of literacy activities such as joint reading sessions and book discussions that actively involve students



Figure 6. Implementation of Literacy Activities with Students

- h. Socialization regarding *gadgets* and the importance of reading aimed at students in grades 4 to 6

This socialization aims to increase students' awareness of the impact of excessive gadget use and the importance of building reading habits for their self-development and academic achievement.



Figure 7. Socialization of Activities

From several program implementations that have been carried out, the school supports this program by implementing a mandatory schedule for students in grades 1 to 6 to visit the library, borrow books, and read every week. In addition, in the future the school will take the initiative to continue evaluating the effectiveness of the program by recording student participation.

### **The Impact of Creative Libraries and the Social Changes that Occur**

The evaluation results show that with the presence of a creative library, students are more interested in visiting the library and borrowing books. Table 2 shows an increase in the number of students who actively visit and borrow books every week. The school also reported that students who were previously less interested in reading began to show increased interest and enthusiasm for literacy activities. Thus, the creative library program not only has a significant social impact on reading skills, but also begins to form better learning habits.

Table 4. Social Impacts that Occurred Before and After the Program

| No | Social Impact   | Before the Program | After the Program |
|----|---|--------------------|-------------------|
| 1. | Students' interest in reading books                           | Low                | Tall              |
| 2. | Social interaction in the library                             | Limited            | Active            |
| 3. | Participation in discussions during joint literacy activities | Low                | Increase          |

Overall, creative libraries not only improve students' literacy but also change their social behavior by creating a more supportive and sustainable learning environment.

### **Barriers to Literacy Movement**

In addition, the creative library program faces several obstacles in its implementation. The main obstacles faced include the limited collection of books that are relevant to students' interests and the lack of initial awareness of the importance of reading among students. However, these obstacles can be overcome with strategies that have been designed during the implementation of community service activities.

Table 5. Barriers to Literacy Movement in Students

| No | Obstacle   | Impact on Students   | Impact on Literacy Activities | Solutions Offered   |
|----|--|--|-------------------------------|---|
| 1. | Low interest in reading non-fiction books among students | Reading interest is not evenly distributed across all types of reading, especially in mathematics and English lessons. | Reading target is not optimal | Increasing the variety of books and creating reading corners is a program that has been implemented well. |



|    |                           |  |  |   |
|----|---------------------------|--|--|---|
| 2. | Limited book availability | It is difficult to choose interesting books, which makes students lose their motivation to read. | Libraries are becoming less effective as primary sources of literacy | Increase the number and types of books that are not yet available |
|----|---------------------------|--|--|---|

### **The Role of Students, Teachers, and Librarians in the Literacy Movement**

Students, teachers, and librarians have important roles in the success of this literacy movement. Students can become literacy facilitators, revitalize the library to make it more comfortable, documenters, and coordinate the proposed program activities. Teachers not only act as supervisors, but also as motivators and facilitators in increasing students' interest in reading. Meanwhile, librarians are responsible for providing books that are interesting and relevant to students' needs.

Table 6. The Role of Students, Teachers, and Librarians in Overcoming Barriers

| No | Role      | Main task  | Efforts to Overcome Obstacles  |
|----|-----------|--|--|
| 1. | Student   | Manage the book borrowing and returning system, record program progress, and organize literacy activities, | Developing a digital-based book catalog system, revitalizing the library to make it more attractive and comfortable, hold discussion and literacy sessions together. |
| 2. | Teacher   | Supervise, evaluate, and provide motivation to students who do not achieve reading targets.                | Set up more personalized motivational strategies and develop more flexible teaching strategies.  |
| 3. | Librarian | Providing books that are relevant and in line with students' interests                                     | Increase book collection according to literacy needs   |

### **Student Response to Literacy Movement and Library Revitalization**

The results of interviews with students showed that most of them responded positively to the library revitalization movement. Many students admitted that this program helped them broaden their horizons and grow their interest in reading, especially for books that they were initially not very interested in, such as math and English books. However, there were some students who found it difficult to achieve their reading targets, especially due to a lack of interest in certain materials.

Table 7. Student Responses to the Literacy Movement and Library Revitalization

| No | Student Response  | Description  | Impact on Students  |
|----|-------------------|--|---|
| 1. | Insight increased | Students said the literacy movement broadened their horizons, especially | Interest in reading increased, especially in mathematics and English books. |

|    |                               |   |  |
|----|-------------------------------|---|--|
|    |                               | regarding books that were previously less interesting.  |  |
| 2. | Motivation to improve reading | Students feel proud when they reach their targets and are motivated to continue reading more.   | The number of students reading increases every week  |
| 3. | Evaluation to encourage       | Weekly evaluations from students and teachers are the main driving factor in students' seriousness in participating in the literacy movement. | Students are more disciplined in literacy activities |

This study supports the theory that a well-designed learning environment can increase students' interest in reading. The data shows that students who were previously reluctant to read became more enthusiastic because of the more interesting method. The results of this study are also in line with previous research conducted by (Nuraini and Amaliyah 2024), stating that the use of a reading corner provided with an interesting atmosphere will produce a pleasant learning environment and in accordance with development, especially reading interest.

In addition, this study is also in line with previous research conducted by (Azizah & Kurniawan, 2018) in (Mustoip et al. 2024), noting that updating library facilities and literacy programs that are in accordance with community needs has succeeded in attracting more visitors and increasing reading rates. The concept of a creative library applied in this study is also relevant to research conducted by (Safitri, Ristontowi, and Masri 2024) which states that after revitalization, there was a significant increase in the number of students who visited the library regularly and borrowed books.

Similar research was also conducted by (Ridwan et al., 2023) who said that after the revitalization, it can be seen that the literacy of students at Madrasah Aliyah (MA) Hidayatullah Mataram has increased, seen from the level of student visits to the library every day. This reflects the increasing interest of students in reading because the library environment is more attractive and comfortable.

Theoretically, the results of this study enrich the literature on strategies for improving children's literacy through a creative library approach. This concept supports the theory that an interesting learning environment can increase students' reading motivation in accordance with the targets of the Sustainable Development Goals (SDGs) in the Quality Education point where in 2030 it ensures that all adolescents and a certain proportion of adult groups, both male and female, have literacy and numeracy skills (Viyanti et al., 2024).

This activity aims to instill an interest in reading from an early age and form positive habits that will bring long-term benefits to their educational development. In addition, with the

support of parents and teachers, it is hoped that children will be more motivated to continue developing their reading skills outside of this program. By creating a conducive environment for learning, the library can act as a place that encourages creativity and imagination, and helps children build a strong foundation for their future education (Sarif et al., 2024).

Thus, the school library can return to function as the main center of school activities and increase interest in reading (Isnanda et al., 2024). As well as building a stronger literacy culture among students.

## **5. CONCLUSION AND SUGGESTIONS**

Based on the results of research conducted at SDN Sukolilo 01, the creative library program has succeeded in significantly increasing students' interest in reading, both in terms of increasing visits and borrowing books every week. The main factor that caused the low interest in reading among students previously was their interest in gadgets and more interactive online games. However, with changes in the layout of the library, the organization of books, reading corners, and various literacy programs such as reading and group discussions, students have begun to show increased enthusiasm for reading. However, there are several obstacles such as limited book collections and low student interest in non-fiction books, which need further attention.

This study has several limitations, including the scope is limited to one school so that the results cannot be generalized to other schools with different conditions. In addition, the relatively short duration of observation makes the long-term impact of creative libraries on students' reading interests uncertain.

Based on the discussion above, there are several suggestions or recommendations that can be used, namely:

- a. Developing book collections by increasing the number and variety of books.
- b. Increasing literacy activities by holding a reading mentor program between students who are more active in reading and students who are less active.
- c. Evaluate the sustainability of the program to determine its effectiveness.

For further research, it is recommended that the scope be expanded by conducting comparative studies in several schools to understand the variation of factors that influence the success of creative library programs. A longer research duration is also needed to measure the long-term impact on students' reading habits. Further research can also explore external factors such as family environment, school policies, and the influence of digital media on student literacy so that strategies to increase reading interest can be more effective.

## 6. THANK-YOU NOTE

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