

REVITALIZATION OF CHILD-FRIENDLY LIBRARY IN INCREASING STUDENTS' READING INTEREST IN SD NEGERI 01 PLANJAN, SAPTOSARI, GUNUNGKIDUL

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Abstract - This research discusses the efforts to develop a child-friendly library through library revitalization at SDN 01 Planjan in increasing students' interest in literacy. Literacy is a crucial aspect in educational development, affecting students' understanding and ability to read and write. The main purpose of this study is to analyze how the development of a child-friendly library through library revitalization can influence students' literacy interest. The research method used is qualitative research with an ABCD (Asset Based Community Development) approach. Data were collected through observation, interviews and analysis of related documents. The data were analyzed using a qualitative descriptive approach. The results showed that creating a child-friendly library through library revitalization has a positive impact on students' literacy interest at SDN 1 Planjan. The rearrangement of the library, the addition of picture storybooks and the improvement of other supporting facilities, such as comfortable seating areas and adequate lighting, encourage students to read more actively and spend time in the library. However, some obstacles were found in the library revitalization process, such as limited human resources. Nonetheless, this study provides recommendations for schools and related parties to increase support in revitalizing the library, including more effective management and adequate allocation of funds. This research has important implications for the world of education in an effort to increase students' interest in literacy through library revitalization.

Keywords: Child-friendly Library, Library Revitalization, Students' Literacy Interest

1. INTRODUCTION

Understanding the important role literacy plays in modern education, there is often an urgent challenge to overcome the low literacy interest among students. Literacy, as the foundation of reading and writing, has formed the cornerstone of human civilization for centuries. But, unfortunately, the condition of literacy in Indonesia is still faced with a concerning reality. To change this direction, it takes the role of students to embrace education as the main milestone in developing interest in literacy.

Various surveys have portrayed Indonesia as a country with a low interest in literacy. Data from institutions such as Central Connecticut State University (CSSU) and the Program for International Student Assessment (PISA) show Indonesia's low ranking in literacy. In fact, the latest survey results in 2019 illustrate Indonesia's declining position in literacy interest. In an increasingly connected and information-rich environment, low interest in reading is a major challenge that requires immediate attention.

However, amidst the gloomy statistics, a light of hope shines. Results from the Progress in International Reading Literacy Study (PIRLS) highlighted a better ranking in reading for grade IV primary school children in Indonesia. While still a long way off, these results indicate that there is an opportunity to create positive change through education, especially at the primary school level.

However, the reality on the ground, especially at SD Negeri 01 Planjan, shows a gap between educational potential and reality. Although the book collection exists, the lack of attention to the layout, tidiness and management of the library has hampered children's interest in reading. This challenge is made more complex by limited human resources and a lack of books that match students' interests. It is in this context that this research emerges as interesting and important, focusing on how library revitalization can be a concrete step to overcome this challenge.

By looking at various survey results and the complexity of the field situation, this research is here to answer the essential question, how can a library revitalization approach overcome the challenge of low literacy interest, especially at SD Negeri 01 Planjan?

Our research focuses on the specific context of SD Negeri 01 Planjan. Of the many studies on library revitalization, generally examine the effect of library revitalization with different objects of study (Siti Munawarah, 2020; Lina Agustina et al., 2019; Adyana Sunanda et al., 2020). None of these studies have examined the objects and problems and approaches that researchers do.

2. METHOD

This research uses the ABCD (Asset-Based Community Development) Method as a framework to analyze the potential of the village in an effort to revitalize the library at SDN 1 Planjan. The ABCD method aims to empower communities by focusing on the assets and strengths possessed by the community itself. This

approach prioritizes identifying positive assets in the community and connecting them to create existing opportunities and potential. The following are the steps of the research conducted:

1. Observation: The research began with the direct observation stage in the library environment of SDN 1 Planjan. This observation involved the researcher in understanding the physical condition of the library, its layout, available facilities, as well as students' interaction with the library facilities. These observations provided an initial understanding of the existing conditions which became the starting point for improvement.

2. Interviews: The researcher conducted interviews with teachers and students as the main informants. Interviews with teachers aimed to gain in-depth insights into the role of the library in education as well as the revitalization process that has been carried out or planned. Interviews with students aimed to understand their views on the changes in the library and its impact on their reading interest.

3. The ABCD approach: was used to identify existing assets and strengths within the SDN 1 Planjan community that could be used in the library revitalization process. This involved identifying the talents and skills of individuals in the community, community mapping, community economic analysis, and efforts to link and mobilize these assets.

4. Identification of Village Potential: During the ABCD approach process, the research specifically identified village potentials that could contribute to the success of the library revitalization program. These village potentials include:

a) Human Assets: The abilities of individuals in the community, talents, skills and potential that can be used to support the library and students' literacy interests.

b) Transect Assets (Physical and Natural Assets): The natural beauty of the surroundings, including Telaga Ngomang and potential tourist routes, which could be an attraction to increase interest in visiting the library.

c) Group or Association Assets: Groups in the community, such as PKK, Karang Taruna, IRMAS, women's social gathering groups, and Yasin congregations, that can play a role in supporting the library and students' literacy interests.

d) Institutional Assets: The existence of educational, religious, health, and social institutions that can work together in supporting the library revitalization program.

5. Action Plan: Based on the findings from observations, interviews and the ABCD approach, the research will formulate an action plan that focuses on revitalizing the library and increasing students' literacy interest. This plan will consider utilizing the identified village potential.

6. Monitoring and Evaluation: A monitoring and evaluation mechanism will be established to monitor the implementation of the action plan and measure its impact on students' literacy interest. This evaluation will help assess the effectiveness of the library revitalization program.

This research provides practical guidance that can be adopted by other educational institutions facing similar challenges in improving students' literacy interest by utilizing the ABCD approach and optimizing village potential as a valuable resource in the process of positive change.

3. RESULTS AND DISCUSSION

Before entering into the discussion of the results of the library revitalization activities, it is important to provide an overview of SDN Planjan and the condition of its library. SDN Planjan is an elementary school located in the area. It has a significant number of students and plays an important role in education in the area. However, the library at SDN Planjan faces serious challenges in terms of maintenance and student interest. The school library was originally designed to store primary school books, sports administration books and learning aids. Unfortunately, the library is not well-maintained and students are reluctant to visit. This condition affects students' literacy interest in the school, which is a problem that needs to be addressed through library revitalization.

Library development through revitalization is particularly important in the context of SDN Planjan and similar schools. Here are some reasons why this library development is urgent:

1. **Improving Students' Literacy Interest:** Libraries are an important resource for improving students' literacy interest. By having an attractive and well-functioning library, students will be more inclined to read and develop their literacy skills.
2. **Providing Access to Knowledge:** A library is a window to the world of knowledge. Through books and other resources, students can gain knowledge on various topics that support their personal and intellectual development.
3. **Improving Learning Ability:** By having easy access to relevant reading materials, students can enhance their learning ability. They can explore topics that interest them and delve further into them.
4. **Building Critical Skills:** Literacy is not only about reading but also about critical understanding. A good library can help students develop analytical and critical thinking skills.
5. **School Community Empowerment:** Library revitalization can also mobilize the school community. This can involve teachers, students, parents and school staff in a joint effort to improve the library and students' literacy interest.

By understanding the urgency of library development, the steps to revitalize the library at SDN Planjan are implemented as follows:

1. Planning Stage

The initial stage of this research involved the KKN-KN Dukuh Planjan group in a series of planning activities. At this stage, strategic steps were planned to address library problems at SDN 1 Planjan. Initial information

was obtained through interviews with the principal and teachers of SDN 1 Planjan, as well as through preliminary observations. The interviews revealed that the school library had not been functioning since the earthquake in Yogyakarta a few years earlier. After the earthquake, the school building was renovated, including the library. However, the repair process, which was not only physical, faced obstacles because many teachers moved schools in the framework of the government's PPPK program. In addition, the library did not have a dedicated caretaker and only relied on the general school guard. The library is only used to store textbooks and items such as balls and teaching aids.

2. Design Stage

Considering these constraints, it was found that library revitalization is a crucial step. The focus of revitalization is on several important aspects. First, it is necessary to repaint and redecorate the library to create a more attractive and comfortable environment for students. Furthermore, the addition of a collection of reading books is an important step in stimulating students' literacy interest. The books will be neatly arranged and adjusted according to their place. To ensure this plan goes well, the KKN-KN Dukuh Planjan group conducted intensive consultations with the principal, teachers and field supervisors. By involving various parties, the revitalization plan can be carried out more effectively and integrated.

The results of this planning provide a clear direction for the next steps in revitalizing the SDN 1 Planjan library. In the face of obstacles and challenges encountered, structured planning and the involvement of various parties are the keys to success in restoring the library's function as an attractive literacy center for students. The concrete steps taken at this planning stage create a strong foundation for a broader and more meaningful implementation of library revitalization.

3. Revitalization Method

The following revitalization methods are used in creating a child-friendly library:

- A. **Cleaning and Reorganization:** The initial phase of program implementation involves emptying and cleaning the library. Books and infrastructure were removed to clean and reorganize. The layout of the library cabinets was changed to make them more efficient and attractive.
- B. **Painting and Decorating:** In consultation with teachers and school authorities, the KKN team received permission to paint and decorate the library. Bright colors and attractive pictures were added to create a welcoming and fun environment for students. This will help create the visual appeal that is essential to grab students' attention.
- C. **Collection Addition:** In collaboration with several book publishers, the KKN team submitted book donation proposals. This will provide additional

reading materials that are diverse and relevant to the age and interests of the students. The books are organized and grouped according to type and class, making it easier for students to choose their reading material.

- D. Borrowing Administration: The borrowing administration process was updated by creating a more efficient and organized system. This will make it easier for students and teachers to access and return books in a timely manner. Labeling

4. Program Implementation Phase

This implementation program started on July 15, 2023. The initial phase of the implementation involved taking out all the books and facilities in the library. The next step was to clean and reorganize the books and facilities in the library. We also held consultations with teachers at SD Negeri 01 Planjan, with the intention of asking for input and permission to repaint the library with additional pictures or paintings that are attractive to students. In addition, we also conducted book donation activities for the public and submitted proposals to several book publishers to donate several books to complement reading materials in the SD Negeri 01 Planjan library.

The KKN Collaboration Nusantara Padukuhan Planjan team carried out library revitalization with several steps, namely: 1) cleaning the library, 2) painting and decorating the library, 3) rearranging the layout of the library shelves, 4) grouping books according to type and grade level, 5) re-making books for recording library loans and returns.

The initial condition of the library before revitalization can be seen and observed in Figure 1.



Figure 1. Library condition before revitalization

The process of library revitalization by the KKN-KN 2023 Team can be seen in Figures 2, 3, 4, and 5.



Figure 2. Painting the wall by one of the KKN students



Figure 3. Painting on the library wall



Figure 4. Painting the library wall activity



Figure 5. Activity of organizing books in the cupboard

The results of the revitalization of the SDN 1 Planjan library are shown in Figures 6 and 7.



Figure 6. Arrangement of books in the library cabinets

From these pictures, it can be seen that the previously dysfunctional library was transformed into a more organized one with neatly arranged books, attractive design, and other supporting facilities that create an inviting environment for students. This is in line with Ibrahim Bafadal's statement (2005:3) which describes the library as a unit that manages library materials systematically to be used as a source of information by its users.

Reporting Stage

This report is organized according to the following systematics:

1. Introduction

The introduction explains the background of the problem, the objectives, and the solutions offered. In this context, we focus on building a sustainable child-friendly library. The library is designed to support varied learning with a comfortable spatial arrangement for children. The presence of a library manager is also recognized as an important element to maintain the smooth running of activities, arrangement of book collections, and administrative reporting.

2. Research Methods

This section explains the methods used in the research. Asya'ari (2018) in his research provides information that reading interest can actually be trained. The focus of creating a child-friendly library including designing a library layout that accommodates children's needs and assigning library management officers is designed to build students' interest in reading. This strategy is implemented to ensure the library remains functional and comfortable for students.

3. Implementation Results and Discussion

Data analysis was conducted based on the information obtained during the service in this section. According to Setyowati & Erdan (2018),

after the library rejuvenation was carried out in the school where they served, from the first day students were enthusiastic about visiting the library. The data became the basis for designing the library rejuvenation strategy. After the implementation, students showed enthusiasm in visiting the library, both indoors and outdoors. They also became more interested in borrowing books, indicating the effectiveness of the changes made.

4. Conclusion

From this study, we can conclude that the strategy of creating a child-friendly library or library rejuvenation, comfortable room arrangement, complete book collection, and good service can increase students' interest in reading. The library also acts as a learning place that supports teachers' activities.

4. CONCLUSION

This study analyses the library revitalization efforts at SDN 01 Planjan and its impact on students' literacy interest. Literacy plays an important role in educational development, including students' understanding and ability to read and write. The library situation in some schools, including SDN 01 Planjan, often faces obstacles in terms of layout, tidiness, maintenance and management. The purpose of this study is to explore how library revitalization affects students' literacy interest. The research method used is qualitative with a case study approach.

The results show that library revitalization has a positive impact on students' literacy interest at SDN 01 Planjan. The reorganization of the library, the addition of picture story books and the improvement of other supporting facilities encourage students to read more actively and spend time in the library. The implementation of reading activities for 15 minutes before learning also contributes to building positive reading habits. Although some obstacles were found in the revitalization process, such as limited human resources and funds, recommendations are given for schools and related parties to increase support in revitalizing the library, including more effective management and adequate allocation of funds.

This research has important implications for education in the effort to increase students' literacy interest through library revitalization. The results of this study are expected to provide guidance for other schools in improving the condition of their libraries and stimulating students' literacy interest effectively. With a combination of careful planning, structured implementation, and active participation from various related parties, library revitalization can act as a powerful tool to increase students' literacy interest.

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