

Library Management in Enhancing Student Literacy at Trensains Tebuireng High School Jombok

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ABSTRACT: This study aims to analyse library management in improving student literacy at Trensains Tebuireng High School in Jombok. The study employs a qualitative approach using a case study design. Data were collected through participatory observation, in-depth interviews, and documentation involving the headteacher, head of library, librarians, teachers, and students. Data analysis utilised the Miles and Huberman model through the stages of data reduction, data presentation, and drawing conclusions. Data validity was tested through credibility, transferability, dependability, and confirmability using source, technique, and time triangulation. The research findings indicate that library management has been implemented systematically through the application of the POAC functions (Planning, Organising, Actuating, and Controlling). The library is supported by the use of SLiMS-based information technology, a diverse collection, and literacy programmes such as the Literacy Competition, reading corners, and post-Duha prayer writing activities. These programmes have proven effective in enhancing students' reading culture, critical thinking skills, and writing abilities. The success of literacy improvement is underpinned by collaboration between teachers, librarians, and the headteacher, although challenges remain in the form of limited reading space, book collections, and library access times. Consequently, innovative and sustainable library management plays a vital role in optimally supporting the development of students' literacy.

Key words: Library Management, Student Literacy, School Libraries, Literacy Culture, SLiMS

INTRODUCTION

School libraries play a strategic role as learning resource centres that support the educational process and the development of pupils' literacy skills. In the context of modern education, libraries serve not only as a place for storing books, but also as a means of broadening horizons, fostering a culture of reading, and enhancing pupils' critical thinking skills (Hidayah et al., 2024), (Triyuwono et al., 2025). A well-managed library can help students gain access to a wide range of information and support active, creative and independent learning. Using the Library as a Learning Resource Centre to Improve the Quality of Learning (Warsita, 2012). Therefore, effective library management is a key factor in improving the quality of pupils' literacy in schools.

Good library management encompasses various important aspects, such as collection management, service provision, facility development, and the implementation of well-planned and sustainable literacy programmes. Library management involves the application of management principles to the running of a library organisation. This process encompasses planning, organising, decision-making, policy-setting, and the evaluation of operational activities (Andriawandi, 2025). A relevant and high-quality library collection can meet students' academic needs and reading interests, thereby increasing their enthusiasm for using the library as a learning resource (Putri et al., 2024). Furthermore, a diverse range of library services—such as circulation, reference, digital access and literacy support—can create a more engaging and flexible learning experience for students. In this way, libraries can transform into dynamic learning centres that adapt to developments in information technology.

Literacy in the world of education is not merely understood as the ability to read and write, but also encompasses the ability to comprehend information, think critically, and communicate ideas politely and responsibly. Literacy serves as a vital foundation in shaping the intellectual quality and character of learners (Siregar & Yanti, 2022), (Sukmawati et al., 2023). From an Islamic educational perspective, literacy is also linked to the development of moral values and ethics in the communication of information (Mukhasonah & 'Azah, 2022). The thinking of KH. Salahuddin Wahid, or Gus Sholah, emphasises that ideal literacy is not merely focused on the technical skills of reading and writing, but must also be grounded in religious values, honesty and moral responsibility. Therefore, school libraries serve not only as centres of information, but also as spaces for fostering a cultured approach to literacy.

School libraries in Indonesia continue to face a range of challenges. Many libraries are not yet managed to their full potential due to budget constraints, a lack of facilities, inadequate collections and a lack of innovation in services (Fitriyanti et al., 2021), (Khadijah & Murtopo, 2025). Uncomfortable library facilities and monotonous services often result in students having little interest in visiting and using the library (Nabila et al., 2022), (Fahmi et al., 2025). Various studies show that pupils who have a habit of reading and actively use the library tend to achieve better academic results than those who read less frequently (Maria et al., 2025). This indicates a close link between the quality of library management and improvements in students' literacy and academic achievement.

In addressing these challenges, school libraries are required to continue innovating in order to capture students' interest. Innovation can be achieved through updating collections, providing comfortable facilities, developing digital services, and implementing various literacy programmes such as book discussions, reading clubs, literacy workshops, and reading promotion activities (Rokfah et al., 2024). Furthermore,

collaboration between library staff, teachers and pupils is a key factor in fostering a culture of literacy within the school environment (Bimantara & Amalia, 2023). With adaptive and innovative management, libraries can become enjoyable learning spaces that optimally support the development of pupils' potential.

Trensains Tebuireng Jombok High School is one of the educational institutions that has demonstrated a serious commitment to developing library management as a means of improving pupils' literacy. Based on an interview with the head librarian, it was found that student attendance at the library is relatively high, both during break times and when there are free periods. This high level of interest is influenced by various factors, such as the availability of a comprehensive and relevant book collection, adequate facilities, and a comfortable library atmosphere conducive to both study and discussion. The success of library management is also evident in the continuous innovation of services. Library staff regularly update the book collection, provide displays of new books, and utilise information technology to support students' learning needs. Collaboration between teachers and library staff is also effective, particularly in encouraging students to use the library as a learning centre when classroom lessons are not taking place. These conditions indicate that the library is not merely a place for reading, but also a space for interaction, discussion, and the development of students' creativity. Based on this description, this research is important to examine how library management at SMA Trensains Tebuireng Jombok plays a role in improving students' literacy..

METHOD

This study employs a qualitative approach using a case study design to gain an in-depth understanding of library management in relation to improving student literacy at SMA Trensains Tebuireng. The qualitative approach was chosen because the study focuses on understanding phenomena in a natural and contextual manner, with the researcher serving as the primary instrument. The research was conducted at SMA Trensains Tebuireng in Jombang because the school has a high level of library usage and facilities that support student comfort and a culture of literacy. The research data consists of primary data obtained through interviews with the headteacher, the head of the library, library staff, teachers, and students, as well as secondary data in the form of documentation, school archives, and supporting references relating to the implementation of library management and student literacy.

Data collection techniques were carried out through participatory observation, in-depth interviews, and documentation. Data analysis utilised the Miles and Huberman model, which involves data reduction, data presentation, and the interactive drawing of conclusions or verification until data saturation is reached. Data validity was assessed through tests of credibility, transferability, dependability, and confirmability. Credibility

was assessed through extended observation, increased diligence, and triangulation of sources, techniques, and time to ensure that the data obtained was valid and reliable. Consequently, this study is expected to produce objective, systematic, and scientifically accountable findings regarding library management in enhancing student literacy.

RESULTS AND DISCUSSION

1. Library Management at Trensains Tebuireng High School, Jombok

In essence, a school library serves not only as a repository for book collections but also as a learning resource centre that plays a vital role in supporting the development of pupils' literacy. This is evident in the management of the library at SMA Trensains Tebuireng, Jombok, which has been established as a centre for information, learning and the strengthening of pupils' academic culture. SMA Trensains Tebuireng demonstrates a strong commitment to improving the quality of education through the provision of adequate literacy facilities, one of which is the development of the school library. The research findings indicate that library management at SMA Trensains Tebuireng Jombok has been carried out systematically through management functions encompassing planning, organising, implementation, and evaluation. In terms of planning, librarians identify collection needs through interviews and simple surveys of both students and teachers. This step demonstrates the application of a participatory management approach that places users at the centre of library services (Sintasari & Albaina, 2024). This approach is in line with the view that the development of modern libraries should be geared towards the needs of library users, so that the services provided are relevant to curriculum developments and the learning needs of students (Anggraini et al., 2024). This description shows that library management at SMA Trensains Tebuireng Jombok is carried out in a planned and systematic manner, applying management functions and focusing on the needs of library users.

The library's collection is quite diverse, ranging from textbooks, encyclopaedias and resources for the National Science Olympiad to non-academic reading material such as novels and short stories. The diversity of the collection demonstrates that the library is not only designed to support pupils' academic abilities, but also to foster a culture of enjoyable reading (Nurhayati et al., 2022), (Afriliaa & Sulaeman, 2024). The priority given to procuring encyclopaedias and books supporting the National Science Olympiad (OSN) forms part of the school's strategy to strengthen pupils' competences in science and mathematics, which are the hallmarks of SMA Trensains Tebuireng. This finding demonstrates that the management of the collection has taken into account both academic needs and the broader development of pupils' knowledge.

From an organisational perspective, the library has implemented a collection classification system that facilitates students in locating reading materials. The utilisation of information technology through the SLiMS (Senayan Library Management

System) application represents an innovation in digital library management. (Aini et al., 2022), (Chasannudin et al., 2023). The use of information and communication technology is extremely helpful in the educational process (Abror et al., 2024). The use of SLiMS helps to make administrative processes such as book circulation, member registration, visitor attendance and collection inventory more effective and transparent (Sari et al., 2023). The implementation of this automation system demonstrates that the library has adapted to developments in information technology to improve the quality of its services. The application of technology in library management has enhanced service efficiency whilst expanding access to information for library users. Library management also prioritises the comfort of the physical facilities. Although library space remains limited, the school has endeavoured to develop reading areas to meet the growing needs of students. A comfortable and conducive layout is a key factor in fostering students' interest in visiting the library. A supportive physical environment provides a sense of comfort for students, allowing reading activities to take place optimally.

Library management at SMA Trensains Tebuireng is also supported by synergy between librarians, teachers, and educational staff. Teachers utilise the library as an alternative learning resource and integrate library materials into the classroom learning process. This collaboration reinforces the library's function as an integral part of the school's educational system. This perspective aligns with the view that libraries play a strategic role in providing information and knowledge to support the educational process. (Mansyur, 2021), (Andriani et al., 2024). Library services are evaluated on a regular basis to assess the effectiveness of the services and the level of user satisfaction. The results of these evaluations are then used as a basis for developing the collection and improving library facilities. This practice of ongoing evaluation demonstrates the principle of accountability in library management (Unyil & Habibah, 2024). It is therefore clear that library management at SMA Trensains Tebuireng Jombok has been running quite smoothly, thanks to the support of professional staff, the use of technology, and the active involvement of the entire school community in fostering a culture of literacy.

2. Improving Literacy at SMA Trensains Tebuireng Jombok

Improving literacy is one of the main focuses in the development of educational quality at SMA Trensains Tebuireng Jombok. Literacy is understood not merely as the ability to read and write, but as the ability to understand, process, and communicate information critically and systematically. Therefore, the school has developed various literacy programmes that are integrated into both academic and non-academic activities. The success of the literacy programme at SMA Trensains Tebuireng is evident from the results of the National Assessment (AN), which achieved a literacy score of 100 over the past two years. This achievement indicates that students' ability to understand,

analyse, and draw conclusions from various texts is in the 'very good' category (Sholichah & Suhartono, 2025), (Fitriani & Nurjamin, 2026). These results also demonstrate that the culture of literacy in schools has developed optimally through the support of well-planned and sustainable programmes. One of the flagship programmes implemented is the Literacy Competition, which involves reading books followed by group discussions on the content. This programme not only improves reading skills but also develops critical thinking skills, communication skills, and the students' confidence in expressing their opinions. Such literacy-based discussion activities are vital for building students' interpretative skills regarding the information they read (Rohim & Rahmawati, 2020). In addition, the school has set up reading corners in every classroom as a way of encouraging students to engage with reading materials. The presence of reading corners allows students to access books more easily outside formal lesson times.

The culture of literacy at Trensains Tebuireng High School is built through habits that are integrated with religious activities and students' daily lives. One example is the 'kitabah' activity after the Duha prayer, which encourages students to listen to a sermon or a reading passage, and then write down the moral message they have gained. This activity demonstrates that literacy is not only understood in an academic context but also as a means of character building and reflection on Islamic values. This approach aligns with the view that a culture of literacy must be built through a supportive environment and continuous practice. (Hitimala, 2024). The role of teachers in improving literacy is also highly significant. Teachers not only encourage pupils to read, but also integrate literacy activities into learning through summary tasks, presentations of reading outcomes, and text analysis. This strategy aligns with the literacy approach in the Merdeka Curriculum, which emphasises the ability to understand and explore various sources of information in depth. From Gunther Kress's perspective, modern literacy is not limited to written text but also encompasses the ability to understand various forms of media and information.

Librarians also make a major contribution to the development of a school's literacy culture. Various programmes such as the promotion of new books, reading recommendations, book review competitions, literacy quizzes, and the selection of active readers serve as strategies to boost pupils' motivation to read. These creative and enjoyable approaches have proven effective in fostering pupils' enthusiasm for literacy activities without imposing excessive academic pressure (Veronica, 2025). The use of information technology also helps to improve pupils' literacy (Inayah et al., 2024). The availability of a digital library based on SLiMS makes it easier for students to access information about the book collection and borrowing history digitally. Furthermore, access to e-books broadens literacy practices towards digital literacy, which is crucial in this era of information technology development. Consequently, the literacy developed

at SMA Trensains Tebuireng is not only focused on conventional reading skills but also on the ability to access and utilise digital information wisely.

3. Supporting and Hindering Factors in Literacy Improvement at SMA Trensains Tebuireng Jombok

The success of literacy improvement at SMA Trensains Tebuireng Jombok is influenced by various interrelated supporting and hindering factors. The main supporting factor is the existence of diverse literacy programmes implemented consistently, such as the Literacy Competition, Bojok Baca, and Kitabah. These programmes are designed not only to improve students' reading skills but also to foster a culture of literacy in daily life. The support of the headteacher, teachers, librarians, and educational staff is also a key factor in the success of the literacy programme (Kurniawan & Putri, 2015). The involvement of all members of the school community demonstrates a shared commitment to creating a learning environment that promotes strong literacy skills (Budiharto et al., 2018). Furthermore, the implementation of sound library management—ranging from collection management and digital services to service evaluation—also supports the effectiveness of literacy programmes in schools.

The use of information technology through the Smart Library and SLiMS applications is also a significant contributing factor. Technology enables pupils to access reading materials more easily and flexibly. This situation indicates that the school has implemented innovations that are adaptable to the changing times and the needs of the digital generation. However, this study also identified several constraints in the implementation of literacy programmes. Limited physical facilities, particularly library spaces that are not yet sufficiently spacious, are one of the main obstacles. This situation means that the library's service capacity is not yet fully optimised to accommodate students' literacy activities (Mujahidin et al., 2022). Furthermore, the number of books in certain subject areas remains limited, meaning that students' information needs cannot yet be fully met. Another obstacle is the limited time available for using the library due to a fairly busy timetable. This situation means that not all students have the same opportunity to make the most of the library services (Warsito et al., 2025). In addition, student participation in the management and development of the library still needs to be improved, particularly in literacy promotion activities and the development of student-led library programmes

CONCLUSION

Based on the research focus, data analysis and research findings, it can be concluded that library management at SMA Trensains Tebuireng Jombok has been implemented systematically through the application of the POAC management functions (Planning, Organising, Actuating and Controlling), supported by the use of information technology via the SLiMS application in the management of the library

collection and services. The implementation of this management approach has transformed the library not merely into a repository for books, but also into a centre for the development of student literacy. Literacy is enhanced through various innovative and sustainable programmes, such as the Literacy Competition, reading corners in every classroom, and writing activities following the Duha prayer, which foster students' reading habits, critical thinking, and writing skills. The success of literacy programmes is underpinned by the active involvement of teachers and librarians, as well as the support of headteachers, in fostering a culture of literacy within the school environment. However, this study also identified several obstacles, including limited reading spaces, a book collection that does not yet fully meet pupils' needs, and the fact that pupils' involvement in library management is not yet optimal. Therefore, there is a need to strengthen library facilities, expand the reading collection, enhance the competence of library managers, and secure policy and budgetary support from various parties so that the library can function more effectively as a centre for student learning and literacy development within the educational environment.

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