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## The Role of School Libraries in Promoting Reading Interest Among Elementary School Students in Purwakarta: A Descriptive Study

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### **ABSTRACT**

*Elementary school students' interest in reading cannot be fostered solely through encouragement to read; rather, it requires a literacy ecosystem capable of providing meaningful, engaging, and sustainable reading experiences. Within this ecosystem, the school library plays a vital role by providing access to reading materials, a comfortable learning space, and opportunities to integrate literacy activities into the learning process. This study aims to describe the role of the school library in fostering reading interest among sixth-grade students at a private elementary school in Purwakarta Regency. The study employs a descriptive qualitative approach using data collection techniques such as questionnaires, observations, and interviews. The data were analyzed descriptively to illustrate students' use of the library and its position as part of the school's literacy environment. The results indicate that the library plays a positive role in fostering reading interest through the availability of reading materials, the comfort of the space, and its integration into learning activities. The presence of the library also helps foster reading habits that are purposeful, routine, and appropriate for students' developmental stages. The library functions not only as a place to store books but also as a literacy space that supports students' engagement with reading for both academic needs and personal interests. However, efforts to optimize this role still face challenges, including a limited collection relevant to children's needs, inconsistent use of digital services, and uneven collaboration between schools and families. These findings underscore the importance of adaptive library management, the development of appropriate collections, the strengthening of hybrid literacy services, and collaboration among schools, teachers, and parents to foster a culture of reading in elementary schools.*

**Keywords:** School library, reading interest, elementary students

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### **ABSTRAK**

Minat baca siswa sekolah dasar tidak dapat dibangun hanya melalui anjuran membaca, tetapi memerlukan ekosistem literasi yang mampu menghadirkan pengalaman membaca yang bermakna, menarik, dan berkelanjutan. Dalam ekosistem tersebut, perpustakaan sekolah menjadi komponen penting karena menyediakan akses terhadap bahan bacaan, ruang belajar yang nyaman, dan peluang integrasi kegiatan literasi dalam pembelajaran. Penelitian ini bertujuan mendeskripsikan peran perpustakaan sekolah dalam menumbuhkan minat baca siswa kelas VI di salah satu sekolah dasar swasta di Kabupaten Purwakarta. Penelitian menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data berupa angket, observasi, dan wawancara. Data dianalisis secara deskriptif untuk menggambarkan pemanfaatan perpustakaan oleh siswa serta posisinya sebagai bagian dari lingkungan literasi sekolah. Hasil penelitian menunjukkan bahwa perpustakaan

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berperan positif dalam menumbuhkan minat baca melalui ketersediaan bahan bacaan, kenyamanan ruang, dan pemanfaatannya dalam kegiatan pembelajaran. Keberadaan perpustakaan juga membantu membentuk kebiasaan membaca yang terarah, rutin, dan sesuai tahap perkembangan siswa. Perpustakaan tidak hanya berfungsi sebagai tempat penyimpanan buku, tetapi juga sebagai ruang literasi yang mendukung keterlibatan siswa dengan bacaan untuk kebutuhan akademik maupun minat pribadi. Namun, optimalisasi peran tersebut masih menghadapi kendala, yaitu keterbatasan koleksi yang relevan dengan kebutuhan anak, pemanfaatan layanan digital yang belum konsisten, dan kolaborasi sekolah-keluarga yang belum merata. Temuan ini menegaskan pentingnya pengelolaan perpustakaan yang adaptif, pengembangan koleksi yang sesuai, penguatan layanan literasi hibrid, serta sinergi sekolah, guru, dan orang tua untuk memperkuat budaya baca di sekolah dasar.

**Kata Kunci : perpustakaan sekolah, minat baca, siswa sekolah dasar**

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## INTRODUCTION

Reading skills are fundamental to elementary school students' academic success because most learning activities require students to comprehend texts, identify main ideas, and interpret meaning. Nevertheless, reading interest and reading culture in Indonesia remain relatively weak, which continues to affect students' literacy development. For this reason, reading habits need to be fostered from an early age, particularly at the elementary level, which is a critical period for habit formation. Alpien and Ruwaida, (2022) argue that a weak reading culture may hinder intellectual and educational development; therefore, reading habits should be cultivated gradually through supportive educational environments.

Reading interest is not developed merely through repeated encouragement to read. Akbar et al., (2021) explain that reading interest refers to students' attention to and enjoyment of reading activities, shaped by both internal and external factors without coercion. In elementary education, reading interest is reflected in students' liking, curiosity, attention, and involvement in reading. This suggests that schools need to build a literacy ecosystem that makes students feel comfortable, interested, and actively engaged in reading activities. In this sense, the promotion of reading interest requires not only motivation, but also literacy spaces, adequate facilities, and strategies that are relevant to children's needs and experiences.

One of the most strategic literacy spaces in elementary schools is the school library. As part of the school environment, the library is expected to support educational goals by providing access to reading materials and learning resources (Wijayanti et al., 2012). Its role extends beyond book storage, as it can function as a learning resource center, provide educational and recreational reading, broaden students' knowledge across subjects, and support the development of independent learning habits (Utami and Bakhtaruddin, 2012). Previous studies also indicate that school libraries can contribute to language and literacy development through the provision of varied learning media and literacy-supporting activities (Dewi and Zulela, 2020).

Despite this potential, the role of school libraries is often not fully optimized. A number of studies have reported persistent challenges related to limited collections, inadequate facilities, weak management, and insufficient staffing. Wijayanti et al., (2012) found that many elementary schools either lacked proper library services or did not have dedicated librarians. Similarly, Akbar et al., (2021) noted that limited facilities, the absence of a dedicated library room, and the lack of specialized personnel hinder the consistent cultivation of reading habits. Other studies have shown that inadequate lighting, poor collection arrangement, insufficient

seating, and the lack of child-friendly reading materials can reduce students' interest in visiting the library and participating in reading activities (Afian and Donny, 2021 ; Utami and Bakhtaruddin, 2012)

In At the same time, several studies suggest that school libraries can foster reading interest more effectively when they are managed as active literacy environments rather than merely as storage spaces for books. Literacy programs, attractive collections, comfortable reading spaces, and the involvement of teachers, principals, and library staff can help make the library a more meaningful part of students' daily school experience (Alpian and Ruwaida, 2022). However, much of the existing literature tends to examine these elements separately, focusing only on service quality, facilities, or particular literacy programs in specific school settings. As a result, fewer studies have explored the school library as an integrated literacy ecosystem that brings together collections, services, physical space, program management, and collaboration among school stakeholders in supporting students' reading interest.

Based on this gap, the present study examines the role of the school library in fostering reading interest among elementary school students by viewing the library as a multidimensional literacy ecosystem. Specifically, this study aims to describe how the library functions in supporting students' reading interest and to identify the factors that support and constrain its role as a literacy center in the school environment. By doing so, this study seeks to contribute more operational insights for literacy development and school library management, particularly in the context of elementary education.

## **METHOD**

### **Type and Design**

This study employed a descriptive study with qualitative to examine the role of school libraries in fostering reading interest among elementary school students within their natural school context. This design was considered appropriate because it enabled the researchers to explore how the library functioned as a literacy space through students' experiences, as well as teachers' and librarians' perspectives on library services, facilities, collections, and literacy-related activities. Questionnaires were used to provide supportive descriptive data, while observations and interviews served as the main qualitative sources. Data were collected through questionnaires, direct observation of library use, semi-structured interviews with teachers and librarians, and supporting documents. The findings were strengthened through method and source triangulation. Ethical principles were observed throughout the study: informed consent was obtained from all participants, confidentiality was maintained, and participation was voluntary (Prasanti, 2018).

### **Data and Data Sources**

This study drew on multiple data sources to develop a comprehensive understanding of the role of school libraries in fostering reading interest among elementary school students. The main participants were 76 sixth-grade students from a private Islamic elementary school in Purwakarta, who completed questionnaires on their reading habits, patterns of library use, and perceptions of the library's collections, facilities, and environment. Sixth-grade students were intentionally selected because they are at a developmental stage in which reading interest and reading habits are becoming more established, making them a relevant group for examining how the school library supports reading engagement (Akbar et al., 2021).

To complement students' perspectives, interviews were conducted with 22 teachers and 2 librarians. These interviews were used to examine how the library was integrated into teaching and learning, how it supported students' reading interest, and what challenges and opportunities were encountered in its implementation (Wijayanti et al., 2012). In addition, direct observations of library use were carried out to capture students' actual interactions with the library space, including their engagement with print and digital resources, visit patterns, and participation in literacy-related activities. Supporting school documents, such as library-related policies and literacy program records, were also consulted to provide contextual information about library management and program implementation. Together, these data sources enabled the study to address the research questions from both user and institutional perspectives (Utami and Bakhtaruddin, 2012).

### **Data collection technique**

Data were collected through questionnaires, observations, interviews, and document analysis, with each technique contributing a different perspective on the role of the school library in fostering students' reading interest. The student questionnaire was used to obtain supportive descriptive information on reading habits, patterns of library use, and students' perceptions of the library's collections, facilities, and environment. The questionnaire included closed-ended items to identify general response patterns and limited open-ended items to capture brief student views. The items focused on library visit frequency, interest in reading beyond academic materials, preferences for print and digital reading, perceptions of the reading environment, and participation in literacy-related activities (Akbar et al., 2021). The questionnaire data were summarized descriptively and used to complement the findings from observations and interviews rather than as the main basis for inferential analysis.

Observations were conducted during regular library sessions to capture how students used the library space and interacted with available resources. The observations focused on students' engagement with printed and digital materials, the general atmosphere of the library, and participation in literacy-related activities (Wijayanti et al., 2012). Interviews with teachers and librarians were conducted to explore how the library was integrated into teaching practices, how it supported students' reading interest, and what operational challenges were encountered in its implementation, including issues related to management, collection development, and user engagement (Utami and Bakhtaruddin, 2012). The interviews also provided insights into the operational aspects of the library, including management, collection development, and user engagement. In addition, document analysis was carried out on relevant materials, including school library policies and literacy program records, to provide contextual support for understanding the strengths and constraints of library implementation in the school setting (Prasanti, 2018).

### **Data analysis**

Data were analyzed using an interactive qualitative approach supported by descriptive questionnaire data. Interview transcripts, observation notes, open-ended questionnaire responses, and relevant documents were first organized and reviewed to identify recurring patterns related to the research questions (Azrin, 2017).

The data were then coded and grouped into broader themes, including library access and use, students' reading engagement, the quality of collections and facilities, the use of digital resources, and support from teachers and families (Septiani and Aslam, 2022). These themes

served as the main analytical framework for understanding how the school library contributed to students' reading interest..

Questionnaire responses were summarized descriptively in percentages to present general patterns of students' reading habits, library use, and perceptions of the library. These descriptive results were not used for inferential statistical analysis, but rather to support, clarify, and triangulate the qualitative findings derived from observations, interviews, and documents (Akbar et al., 2021). To enhance the credibility of the analysis, triangulation was conducted by comparing evidence across the different data sources (Azrin, 2017). The final interpretation was developed by relating the emerging themes to the study objectives and to relevant literature on school libraries and reading interest, so that the findings could be understood within a broader educational context (Septiani and Aslam, 2022).

## RESEARCH RESULTS AND DISCUSSION

### RESEARCH RESULTS

This study generated data through three main techniques: questionnaires, observations, and interviews. These techniques were used to obtain a comprehensive picture of the role of the school library in fostering reading interest among sixth-grade students at a private elementary school in Purwakarta. The findings are presented according to each data source.

#### a. Student Questionnaire Results

The questionnaire results show that students' reading interest was associated with several aspects of library use, including visit frequency, reading preferences, perceptions of the collection, comfort of the space, and participation in literacy-related activities. A total of 70% of students reported visiting the library every week. In terms of reading habits, 72% of students stated that they were interested in reading beyond their course materials. Regarding the library collection, 80% of students considered the available materials interesting, while 75% reported that the library space was comfortable for reading. The questionnaire also showed that 63% of students agreed that the library was used to support learning activities. In relation to reading media, 60% of students expressed a preference for printed books, while 40% reported interest in reading e-books through digital devices. With regard to digital facility use, 65% of students stated that they used computers or e-books in the library, and 50% reported that they felt comfortable reading through school digital devices. In addition, 60% of students stated that they often participated in literacy activities such as reading competitions or book discussions.

#### b. Observation Results

The observation data show that the library was used by students both as a reading space and as a support for learning activities. During the observations, the library atmosphere appeared conducive to reading activities. Students were observed using printed reading materials as well as technology-based facilities, including digital devices and electronic reading resources.

The observations also recorded that the library provided access to both print and digital materials. In addition, students' activities in the library included reading, using available digital facilities, and participating in literacy-related activities. Observation findings also noted limitations in the availability of reading materials that were closely related to students' interests, particularly fiction and educational comics. This finding is consistent with

questionnaire data showing that around 40% of students perceived interesting reading materials, especially fiction, as still limited.

### **c. Interview Results**

The interview data show that the role of the school library in fostering reading interest was related to several factors, including the use of the library in learning activities, the adequacy of collections, the integration of digital resources, literacy program implementation, and parental involvement. Among the teachers interviewed, 80% stated that they used the library to support classroom learning and literacy activities. Interview responses also showed that 40% of teachers considered the library collection adequate, although improvements were still needed, particularly in the provision of reading materials that matched students' interests.

Regarding digital library use, 70% of teachers reported that digital library resources had not yet been routinely integrated into learning activities. Librarians also identified barriers related to technology access and device availability. In addition, teachers and librarians highlighted the role of parental involvement in shaping students' reading habits at home. However, interview responses showed that such involvement was not evenly distributed among families.

## **DISCUSSION**

The findings show that the school library plays a meaningful role in fostering reading interest among sixth-grade students, as reflected in regular library visits, students' interest in reading beyond textbooks, and their positive perceptions of the collection and reading environment. These results support the view that reading interest is not merely a response to academic demands, but develops through enjoyment, attention, curiosity, and active involvement in reading activities (Akbar et al., 2021). In this study, the library functioned not only as a place for accessing books, but also as a literacy environment in which students could engage with reading more voluntarily and regularly. This finding is consistent with Niari, (2023) who argues that reading habits are more likely to develop when literacy experiences are embedded in students' everyday school environment.

A key insight from this study is that the contribution of the library to reading interest was closely related to its integration into learning activities. Teacher interviews showed that the library was used to support classroom learning and literacy-related tasks, indicating that its function had extended beyond book lending. This finding reinforces previous studies that position the school library as a learning resource center capable of broadening students' knowledge across subjects and supporting independent learning (Wijayanti et al., 2012 ; Utami and Bakhtaruddin, 2012). However, this study adds an important nuance: the educational role of the library becomes more visible when students perceive it as both academically useful and personally engaging. In other words, the library's contribution to reading interest depends not only on its instructional relevance but also on students' affective experiences within the space.

The findings also highlight the importance of contextual factors, particularly the comfort of the reading space and the relevance of the collection. Students generally viewed the library as comfortable, and this appears to support sustained use of the library. At the same time, both observation and interview data revealed limitations in the availability of

child-relevant reading materials, especially fiction and educational comics. This suggests that a comfortable space alone is not sufficient to maintain students' engagement if the collection does not reflect their interests and developmental stage. This result supports earlier studies showing that attractive facilities and child-friendly collections are central to increasing students' willingness to visit and read in the library (Afian and Donny, 2021 ; Kartika and Purwati, 2020). More importantly, this study shows that space and collection should not be treated as separate factors, but as interconnected elements that jointly shape students' literacy experiences.

Another significant finding concerns the role of digital resources. Although some students had begun using computers and e-books in the library, printed books remained the dominant preference, and most teachers had not yet routinely integrated digital library resources into learning. Rather than viewing this as a weakness alone, the finding may be understood as evidence of a transitional literacy context, in which digital access is emerging but has not yet become a stable reading practice. This refines previous discussions on digital library development by showing that the presence of technology does not automatically transform reading behavior (Niswaty et al., 2020 ; Mansyur, 2019). In the context of this study, digital literacy development appears to require not only devices and access, but also teacher support, usage routines, and alignment with students' reading preferences. For this reason, a hybrid library model that combines print collections with gradual digital integration seems more relevant than a rapid shift toward digitalization alone.

This study also underlines that the effectiveness of the school library is strongly influenced by management and collaboration. The interview findings indicate that collection development, digital integration, and literacy programming still depend on the capacity of school personnel and the consistency of implementation. Previous studies have emphasized the importance of systematic planning, service management, and evaluation in strengthening library functions (Yuniarsih and Yohamintin, 2025 ; Zohriah, 2016). The present study extends this understanding by showing that management challenges are not only technical, but also relational. The role of teachers, librarians or coordinators, and parents shapes whether the library becomes an active literacy ecosystem or remains a supporting facility with limited impact. Uneven parental involvement, in particular, suggests that students' reading habits are shaped across school and home environments, not within the school alone (Saragih et al., 2025)

Taken together, these findings suggest that the school library should be understood as a multidimensional literacy ecosystem shaped by the interaction of space, collections, services, instructional use, digital access, and social support. While previous studies have often examined these aspects separately, this study shows how they operate together in one elementary school context to influence students' reading interest. Its contribution, therefore, lies not in simply confirming that libraries support literacy, but in showing that the strength of this role depends on how well the library connects physical comfort, child-relevant materials, pedagogical integration, and collaborative support. This has theoretical implications for understanding school libraries not merely as institutional facilities, but as relational and contextual literacy environments. Practically, it suggests that efforts to strengthen reading interest in elementary schools should focus on improving relevant collections, sustaining hybrid literacy services, and reinforcing collaboration among

teachers, library staff, and families.

## CONCLUSION

This study concludes that school libraries play an important role in fostering the reading interest of sixth-grade students, particularly through regular library visits, comfortable reading spaces, attractive collections, and their integration into learning activities. The findings show that the library functions not only as a place for accessing reading materials, but also as a literacy environment that supports students' engagement with reading for both academic purposes and personal interest. At the same time, the study indicates that the use of digital resources has begun to emerge, although printed books remain the dominant preference and the integration of digital library services into classroom learning is still not consistent.

These findings suggest that strengthening reading interest in elementary schools requires viewing the library as a multidimensional literacy ecosystem rather than merely a storage or lending facility. The role of the library becomes stronger when it is supported by relevant collections, a reader-friendly environment, consistent literacy programs, and collaboration among teachers, librarians, and families. In this regard, the study highlights the importance of sustainable library management, including the development of child-relevant collections, the improvement of hybrid literacy services that combine print and digital resources, and the strengthening of teacher involvement in integrating library use into regular learning activities. In addition, school-parent collaboration needs to be reinforced so that reading habits can be sustained not only at school but also at home.

This study is limited by its focus on a single private elementary school in Purwakarta, which means that the findings cannot be generalized to all elementary school contexts. The institutional characteristics, available facilities, and literacy culture of the school may have influenced the results. In addition, the study relied partly on self-reported questionnaire and interview data, which may have been affected by response bias or participants' tendency to provide socially desirable answers. Therefore, future research is recommended to examine the role of school libraries across a wider range of school settings, including public and private schools with different resource conditions. Further studies may also explore the long-term impact of library-based literacy programs, compare print and digital reading practices more deeply, and investigate how school libraries can be more effectively integrated into broader literacy development policies and practices in elementary education.

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