



The Role of the School Library in Supporting the Teaching and Learning Process and Student Literacy at SDN Sawojajar 1

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ABSTRACT

Background: A school library is a library established by each school where the library has an important role in the student teaching and learning process.

Purpose: This research aims to determine what efforts the Library at SDN Sawojajar 1 made to support the teaching and learning process and student literacy.

Design and methods: This research uses a descriptive qualitative approach. The data collection techniques used were observation, interviews, and documentation.

Results: The results of the research show that the efforts made by the SDN Sawojajar 1 Library, which plays a role in supporting the teaching and learning process and literacy, are by providing various kinds of collections, implementing the Steel Corner program, implementing the literacy movement (GLS) program, and making library visits mandatory. The policy of providing a collection of textbooks, applicable books, and references helps meet students' needs in understanding the school curriculum. It stimulates interest in reading outside the context of formal learning. The Reading Corner Program provides opportunities for students to read books according to their interests. In contrast, the Literacy Movement (GLS) provides a holistic approach by integrating audio-visual media to improve student literacy. With the various efforts made by the library, it is hoped that it can become a dynamic and effective learning center in supporting the teaching and learning process and increasing student literacy at SDN Sawojajar 1.

Keywords: teaching and learning, student literacy, role of libraries, school libraries

Introduction

Resources that help and support the teaching and learning process are needed in a teaching and learning process. According to Sumantri (2016), the learning process is when a teacher conveys lesson material to students. Karwono and Heni Mularsih (2017) stated that teachers must provide free space to express their way of learning so that teachers do not appear as people who only receive information.

Law no. 20 of 2003 concerning the National Education System states that standard educational infrastructure includes study rooms, sports venues, places of worship, libraries, laboratories, workshops, playgrounds, creative spaces, and other learning resources needed to support the learning process, including technology, information, and information. The library is a learning resource for students. The library also supports the teaching and learning process of elementary, middle, and high school students. In this case, the school library is crucial in teaching and learning, especially for elementary school students. The teaching and learning process will run well if the references sought are available. According to (Sulistyo, 2013), a library is a room, part of a building, or the building itself that stores books and other

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publications, which are usually held according to a certain arrangement for use by readers, not for sale."

Each school establishes a school library where the library has an important role in the student teaching and learning process. This is because all the sources of information needed by students can easily be found directly in the library. The school library is a school learning facility to increase students' knowledge (Umar, 2013, p. 124). According to Herlina (2017:26), a school library is a library that is part of a school and is managed as a whole by the school, and its main goal is to help the school achieve its specific educational goals. The school library has the following books: (1) Principal Lessons, (2) Additional Lessons, (3) Additional Readings, (4) Reference Materials, (5) Teacher Handbooks, (6) Teacher Knowledge Development Books, and (7) Auxiliary Office manages. However, not only that, school libraries also have a role in increasing students' understanding of the importance of reading or literacy.

Along with the development of technology and information, libraries continue to be supported by the latest information technology. This also means that libraries must work harder to provide students with an understanding of the importance of literacy starting from an early age. According to Hartati (2017:302), literacy is a term for the abilities and skills that a person has to understand, process, and use the information received in various situations. In 2015, the Ministry of Education and Culture issued Ministerial Regulation Number 23 2015 concerning character development, including developing literacy movement habits. The School Literacy Movement (GLS) was born from the Minister of Education and Culture Regulation. This publication is intended to reaffirm every school's ability to carry out literacy movements for students.

Methods

According to (Kim et al. C. 2016), the method used in this research is a descriptive qualitative approach. In summary, the qualitative descriptive (QD) research method operates on a simple qualitative approach with an inductive flow. The technique collects in-depth facts related to the discussion topic, namely the SDN Sawojajar 1 library's role in supporting teaching, learning, and literacy.

The data was obtained using interview techniques with teachers, library staff, and students at SDN Sawojajar 1. According to (Creswell, 2014), interviews can be structured, semi-structured, and unstructured. In this method, researchers also use the results of observations made when visiting SDN Sawojajar 1. According to Daliani and Tarigan (2023), observation techniques collect data by systematically looking at and writing about problems. In this research, researchers also carried out documentation when conducting research.

Findings & Discussion

The Role of School Libraries in the Teaching and Learning Process and Improving Student Literacy

Libraries are crucial in improving the teaching and learning process and student literacy. By providing easy access to a diverse collection of books, magazines, and other learning resources, libraries create an environment that facilitates students' learning process and stimulates interest in reading from an early age. Libraries, according to Aswari (2023), are defined as learning resources that collect various information in the form of books. They are used by library users, including teachers, students, and everyone who lives in the school environment, to help them improve their abilities and skills. This diverse collection allows students to choose reading materials according to their interests and intelligence level, increasing their motivation and enthusiasm for reading. Besides that, libraries also play a

role in forming students' literacy skills through organized literacy programs, including group reading activities, book discussions, and writing projects. According to Basyiroh (2017), the previous definition of literacy was limited to the ability to read and write. Still, it is now developing and is no longer limited to the ability to read and write. Students can build reading, writing, speaking, and listening skills through interaction with various types of texts. The library is also where students can hone informative literacy skills and understand how to search, assess, and use information effectively in the digital era. As such, libraries serve as learning centers that support students' literacy development, central to building the foundation of knowledge and skills necessary for success in their lives and careers.

The following are the efforts made by the SDN Sawojajar 1 Library to support the teaching and learning process and improve student literacy:

- 1) Provides various kinds of collections

At the Sawojajar 1 Elementary School Library, the library has made efforts to prepare all kinds of collections



.Figure 1 Library collection

They are required by students at SDN Sawojajar 1 in the student learning process. The collection that has been provided is a collection of textbooks. The library supplies this to support students, making it easier for them to follow the teaching and learning process at school. Also, this is done by the library to help less fortunate students have books independently. Individuals so that they can still use and participate in the teaching and learning process like other students. All library materials that are collected, processed, and stored for distribution to the public to meet their information needs are called library collections, according to Yulia (2014: 1.5). Not only is there a collection of textbooks, but the library at SDN Sawojajar 1 also provides a collection of periodicals and a reference collection, the collection of which has been adapted to the needs of existing students.



Figure 2 Reference Collection

- 2) Reading Corner Program

The second effort made by the SDN Sawojajar 1 Library to support the teaching and learning process and increase student literacy is implementing the "Reading Corner" program. The Reading Corner program is implemented in each class by the library to facilitate the student learning process and increase students' interest in literacy. This program is implemented 2 times a week, 1 hour before the lesson starts. Every week, the collections in the reading corners in the classrooms are updated so as not to make students feel bored and fed up with the existing reading material.

3) Literacy Movement Program

The SDN Sawojajar 1 library carried out the third effort by creating the "Gelis" program, or what is meant is as "Literacy Movement." Integrated Islamic elementary schools carry out various literacy efforts, according to Wulandari (2017). In this program, the library provides an opportunity or forum for students to develop their mindset by providing education through audio-visuals in the form of educational film screenings. After seeing the screening, students are asked to retell and provide conclusions from the results of the film screening. Abidin (2017: 1) says literacy uses various languages and images to write, listen, speak, see, present, and think critically about concepts. This program aims to make students want to think more critically and also help students understand literacy. Salma and Mudzanatun (2019) found several causes of low literacy in Indonesia, including problems that occur inside and outside school.



Figure 3 Literacy Movement



Figure 4 Results of the Literacy Movement

4) Must visit the library

Not only is the effort made by the SDN Sawojajar 1 library, but another effort is to require all students to visit the library, where each class has a different weekly schedule. During this visit, students are required to choose what books they would like to read in the library, with a library visit duration of 1 hour. Students can also look for reading reference sources during this visit to fulfill course assignment requirements. Libraries and schools do this to increase students' enthusiasm for reading and optimize the role of libraries in supporting the teaching and learning process in schools. Not only that, but this activity is also carried out to help

students learn how to borrow and return collections in the library and increase their enthusiasm for literacy.



Figure 5 Library Visit

Obstacles faced by the Sawojajar 1 Elementary School Library in Supporting the Teaching and Learning Process and Student Literacy

1. Limited collections in the library

At the SDN Sawojajar 1 library, the collections held still need to be improved regarding the number of collections owned and the types of collections. In the SDN Sawojajar 1 library, the types of collections held are mostly dominated by textbooks. This makes the library's role could be improved in developing student literacy. This makes students not interested in visiting the library because some students feel bored with the collections they have read before.

2. Lack of understanding and use of technology

The technology used in the SDN Sawojajar 1 library is minimal to support the teaching and learning process and student literacy. This can be seen in the catalog used by the library, which still uses a book catalog, and only 1 computer available in the library is provided for librarians only. The Sawojajar Elementary School library also still needs to improve the use of technology to develop and promote the library via social media or the web. This technology stack of understanding and use also because previously libraries were not managed by their librarians.

Conclusion

Based on the results of research on the role of the school library in upholding the teaching and learning process and student literacy at SDN Sawojajar 1, Malang City, it can be concluded that the role of the SDN Sawojajar 1 Library is very significant in supporting the teaching and learning process and increasing student literacy. Efforts include providing various collections, implementing the Reading Corner program, implementing the Literacy Movement (Gelis), and requiring student visits to the library.

The policy of providing a collection of textbooks, applicable books, and references helps meet students' needs in understanding the school curriculum. It stimulates interest in reading outside the context of formal learning. The Reading Corner Program provides opportunities for students to read books according to their interests, while the Literacy Movement (GLS) provides a holistic approach by integrating audio-visual media to improve student literacy. In addition, the mandatory library visit policy not only creates students' direct experience with books but also teaches them about the benefits of utilizing library resources and life skills.

Thus, the SDN Sawojajar 1 Library is a place to store books and a dynamic learning center, supporting students' development in traditional and informative literacy. These efforts together create a diverse learning environment, stimulate student interest, and contribute positively to building student knowledge and skills for the future.

Suggestion

The following are some suggestions for increasing the role of the library in the teaching and learning process and student literacy at SDN Sawojajar 1:

1. **Collection Diversification.** Expand the types of collections available, including fiction, non-fiction books, reference books, and learning support materials. MaEnsurehe's collection covers a wide range of student difficulty levels and interests.
2. **Expand Literacy Programs.** Consider holding more literacy programs like writers' meetups, writing workshops, and reading activities with parents. This can increase student interaction with various forms of literacy.
3. **Technology Integration.** Consider integrating technology into library programs—for example, a digital platform for online book lending or digital resources that support student learning.
4. **Strengthening the Reading Corner Program.** Evaluate the Reading Corner program regularly and update the collection consistently. Ensure the program remains interesting to students by paying attention to literacy trends and student interests.
5. **Parental Involvement.** Invite parents to actively participate in library activities, such as volunteering or attending literacy meetings. Parental involvement can increase support for home literacy programs.
6. **Informative Literacy Education.** Enhance informative literacy programs to help students understand and use digital resources wisely. Focus on information-seeking skills, source evaluation, and safe use of social media.
7. **Collection Development Program Based on Student Feedback.** Get direct feedback from students about what types of books or materials they want. This can guide the development of library collections to suit students' interests and needs better.
8. **Teacher and Library Staff Training.** Regularly train teachers and library staff on the latest literacy trends, technology, and innovative teaching methods.
9. **Awards for Literacy Achievement.** Include a rewards program for students who achieve high in literacy. This can increase students' motivation to continue improving their literacy skills.

By implementing these suggestions, the library can continue to be a dynamic and effective learning center that supports the teaching and learning process and increases student literacy at SDN Sawojajar 1.

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