



Revitalization of Library and Administration (REVPUS) for Increasing Reading Interest State Elementary School Students Botok Magetan

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ABSTRACT

The Library Revitalization and Administration Program (REVPUS), which was carried out at SD Negeri Botok, Karas District, Magetan Regency, aims to increase students' interest in reading and knowledge insights through reviving the library by rearranging facilities and student involvement in library management. In its implementation, students in grades 4, 5, and 6 are child librarians who manage the library administration system and are involved in book-lending activities. The revitalization includes the renovation of library rooms that were previously unmaintained, the grouping of books according to categories and levels of difficulty, and the addition of creative designs to increase the attractiveness of the library. In addition, open reading classes involving students in reading and borrowing books are also held to encourage increased interest in reading. The evaluation of the program through a questionnaire showed positive results, with high responses from teachers and students regarding the library's comfort, orderliness, and attractiveness. Despite facing obstacles such as a lack of book collections and the initial condition of the library being poorly organized, this problem was successfully overcome by rearranging shelves and adding relevant books. To ensure sustainability, this program requires a more varied procurement of books and active support from schools and communities.

INTRODUCTION

The Independent Learning Independent Campus (MBKM) policy aims to improve the quality of higher education through programs that integrate academic activities with community service (Tjaija, 2022). One of the implementations of this policy is through the Thematic Real Work Lecture (KKN-T), which provides opportunities for students to be directly involved in community empowerment efforts, especially in the field of Education (Maryanti & Petungasri, 2020). The State University of Surabaya (UNESA) also supports the MBKM policy by developing programs to overcome educational challenges in limited areas, such as Botok Village, Karas District, and Magetan Regency.

One of the challenges elementary schools in Botok Village face is the limited educational facilities and the lack of optimal management of libraries as learning resources. This causes low interest in reading and literacy skills among students, which is a fundamental issue in improving the quality of education. Based on the 2018 OECD report, Indonesia ranks 7th lowest out of 79 countries in mathematics and science literacy, showing that Indonesian students' numeracy and reading literacy skills still need improvement (Schleicher, 2019). In addition, according to PISA 2018 data, reading literacy in Indonesia is also low, with Indonesia ranked 71st out of 79 countries surveyed (OECD, 2020).

To overcome this problem, the KKN-T Teaching Assistance program in Botok Village implements Library Revitalization and Administration (REVPUS), which aims to increase students' attraction to libraries and improve the quality of learning through reading. This program focuses on enhancing library facilities and empowering students in library management, including training them to become child librarians. Improvements to facilities include renovating library rooms, sorting and grouping books



based on genre and difficulty level, and creating a more attractive and friendly learning environment for students (Ngabidin, 2020). In addition, this program also implements a better library administration system to facilitate the process of borrowing and managing book collections.

The library revitalization at SD Negeri Botok was carried out from September 4 to November 30, 2023, and targeted students in grades 4, 5, and 6. This program aims to increase students' knowledge insights through better access to reading books and develop library administration skills. With this improvement, it is hoped that students' interest in reading can increase, improving their literacy skills (Pakistyaningsih, 2019). This effort is also part of achieving the broader goal of education, which is to improve the quality of primary education in remote areas with limited facilities and resources.

METHOD

REVPUS at SD Negeri Botok is implemented with a structured and participatory approach. The process of implementing this activity consists of several main stages, namely: (a) identification of partner needs and problems through observation and discussion, (b) preparation of program materials, including tools and books, (c) implementation of activities with direct training methods and library management, and (d) evaluation and follow-up of the program (Jamieson et al., 2017).

Figure 1 represents the steps for implementing the program. The work procedure begins with a location survey. It needs analysis, which is carried out in coordination with the school and library management to identify existing problems, such as untidy bookshelves and lack of variety of available books. Furthermore, planning and procurement of materials and tools needed to support the implementation of activities, such as evaluation questionnaires, cleaning tools, and renovation materials. The implementation of activities includes cleaning, rearranging shelves and books, and renovating the library room to make it more attractive and friendly for students. In addition, child librarians are given training to students to manage the process of borrowing books and maintain cleanliness and order in the library. This activity also includes organizing open reading classes that invite students to be actively involved in reading books according to their interests.

During the implementation of the program, the participation of relevant parties, such as teachers and students, is essential. Teachers provide information about the condition of the library and support activities by providing time and space for reading class activities. In addition, students play a direct role in managing the library and participating in various activities. With the support of the school, this activity is expected to significantly impact increasing students' interest in reading and library management skills.

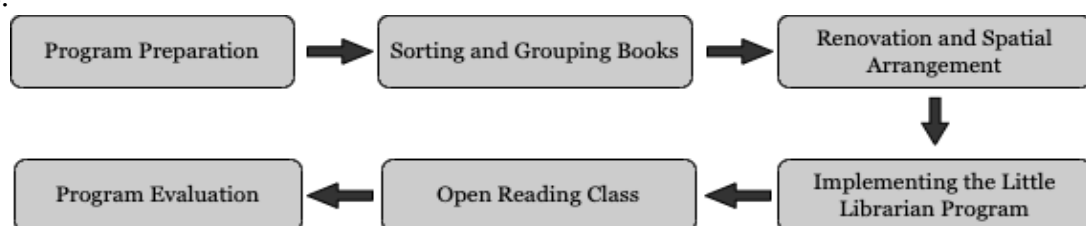


Figure 1. Work Procedures for the Implementation of the REVPUS Program



To assess the success of the implementation of the library revitalization program, an evaluation was carried out through a questionnaire given to teachers and students after the activity was completed. This questionnaire measures the level of satisfaction with the changes in the library, including cleanliness, bookshelf arrangement, comfort, and students' interest in reading. The criteria for assessment score was classified as shown in **Table 1**.

Table 1. Assessment Criteria for Teacher and Student Response Questionnaire
(Fatikhah, 2022)

Score	Explanation
5	Excellent
4	Good
3	Enough
2	Less
1	Very Less

RESULT AND DISCUSSION

The REVPUS (Revitalization of Library and Administration) program has positively impacted the role of libraries at SD Negeri Botok, Magetan, as a center for learning and literacy development. During the implementation of the program from September 4 to November 30, 2023, the results of this program can be seen as presented in Table 2 and Table 3.

Table 2. Results of the REVPUS Teacher Response Questionnaire

No	Statement	Answer				
		1	2	3	4	5
1.	Arrangement of shelves, tables, and books according to the group				✓	
2.	Library cleanliness is good					✓
3.	The convenience of the library is good					✓
4.	Library design attracts students' interest in reading				✓	
5.	Completeness and availability of library books					✓
6.	The library helps teachers in Teaching and Learning Process					✓
7.	The library makes students aware of the importance of reading books					✓



8.	Reading activities in the library help students become more proficient in reading pronunciation	✓
9.	Library Revival helps students increase their interest in reading	✓
10.	Procurement of child librarians attracts students' interest	✓

Table 3. Results of the REVPUS Teacher Response Questionnaire

No	Statement	Answer				
		1	2	3	4	5
1.	Arrangement of shelves, tables, and books according to the group				✓	
2.	Library cleanliness is good					✓
3.	The convenience of the library is good				✓	
4.	Library design attracts reading interest				✓	
5.	Completeness and availability of library books				✓	
6.	The library made me aware of the importance of reading books				✓	
7.	Reading activities in the library helped me become more proficient in reading pronunciation				✓	
8.	Reviving the library helped me increase my interest in reading					✓
9.	The procurement of small librarians piqued my interest					✓

Based on the data obtained from the response questionnaire from teachers and students, it can be concluded that this library revitalization program positively impacts schools and students. Various results have been achieved, including rearranging and renovating the library and transforming previously unmaintained areas into more organized, attractive, and welcoming student spaces. The books have been grouped by genre, difficulty level, and theme, making it easier for learners to access them according to their needs and interests. Creative design elements, such as visual decorations and motivational words, add to the visual appeal of the library, thereby increasing students' interest in visiting and reading. This is evidenced by the high numbers obtained from the agree and strongly agree options. In addition, SDN Botok students are enthusiastic about



reading books and using books provided in the library to reactivate the library. In the future, it is hoped that students can get used to reading books in the library.

The program involves students in grades 4, 5, and 6 as child librarians, providing them with hands-on experience in library governance, including recording book borrowings and maintaining order in the reading room. Activities such as open reading classes also encourage an increase in students' interest in reading activities, reflected in the increasing number of books borrowed and participation in library activities. A simple library administration system is implemented to facilitate resource management and provide practical experience for students.



Figure 2. New Appearance of Botok SDN Library

Although victorious, the program faced obstacles such as the library's initial disorganized condition and lack of a collection of relevant books. This is overcome through rearranging and grouping books by category and renovating library rooms to make them more comfortable. The success of this program is also supported by a comprehensive revitalization strategy, including the implementation of open reading classes that create a more vital literacy ecosystem in schools. However, to ensure the sustainability of the program, it is necessary to procure new reading books that are more varied, involve schools and communities, and periodically evaluate the use of libraries. The REVPUS program proves that planned library revitalization involving the active participation of students can be a strategic step to improve literacy and knowledge insights and can be used as a model for other schools that want to optimize the role of libraries.

CONCLUSION

The REVPUS program has succeeded in increasing the attractiveness and effectiveness of libraries as learning centers. Child librarians contribute to library management, while space redesign and educational activities improve students' interest in reading. School library revitalization can be a model for other elementary schools. The Library Revitalization and Administration Program (REVPUS) at SD Negeri Botok has succeeded in increasing the role of the library as a center for learning and literacy. Through rearranging library spaces, book classification, implementing open reading classes, and training child librarians, this program can increase students' attraction to the library, expand their horizons through reading, and practice administrative skills. The program



results showed a significant increase in reading interest and library utilization, with a more welcoming and enjoyable library environment. This program can be an example of a library revitalization model to support literacy at the elementary school level.

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