


## Enhancing Student Reading Interest through Library Management: A Case Study at SMK Muhammadiyah Imogiri

Ibnu Redha Al Farizi <sup>1</sup>, Nailis Sa'adah <sup>2\*</sup>, Arifah Nurrahmawati <sup>3</sup>, Silviana Siswanda <sup>4</sup>  
<sup>1 2 3 4</sup> Sunan Kalijaga State Islamic University Yogyakarta, Indonesia

Article Info	Abstract
<p><b>Article history:</b> Received : 06/15/2024 Revised : 06/20/2024 Accepted : 06/30/2024</p> <p><b>Keywords:</b> <i>Library Management, SMK Muhammadiyah Imogiri, Student Reading Interest.</i></p>	<p><b>Purpose</b> – This study aims to investigate the implementation of library management at SMK Muhammadiyah Imogiri with the objectives of enhancing students' reading interest and identifying supportive and inhibitive factors influencing this process.</p> <p><b>Design/methods</b>– The research utilizes a descriptive qualitative methodology. Data collection involved observations, structured interviews, and document analysis. The data analysis was conducted following the Miles and Huberman approach, enabling a comprehensive understanding of the library management's impact on students' reading interest.</p> <p><b>Findings</b> – The study's findings highlight that strategic planning, organizational efficiency, leadership, and control within library management are crucial in fostering students' reading interests. It also brings to light the significant role of libraries in education and the challenges they face, including limited resources and the influence of technological distractions on reading motivation.</p> <p><b>Research implications/limitations</b> – While providing valuable insights, this research is limited by its focus on a single institution, which may affect the generalizability of the findings. The study paves the way for future research to be conducted in more diverse educational settings and potentially incorporate quantitative methods for a more comprehensive evaluation.</p> <p><b>Practical implications</b> – The research emphasizes the need for robust library infrastructure and proactive human resource management in educational institutions. It underscores the importance of well-managed library resources and technology in promoting a reading culture among students.</p> <p><b>Originality/value</b> –This study contributes original insights into the role of library management in enhancing students' reading interest, especially in the context of a vocational high school in Indonesia. It underscores the evolving challenges faced by libraries in the digital age and suggests the exploration of digital libraries and online resources as a valuable direction for future research.</p> <div style="display: flex; align-items: center;">  <p>© 2023 by the authors. It was submitted for possible open-access publication under the terms and conditions of the Creative Commons Attribution (CC BY NC) license (<a href="http://creativecommons.org/licenses/by/4.0/">http://creativecommons.org/licenses/by/4.0/</a>).</p> </div>

 OPEN ACCESS **Contact:** \*20104090064@student.uin-suka.ac.id

## Introduction

In the realm of educational institutions, libraries have long been recognized as pivotal in fostering a culture of learning and information acquisition (Sirajuddin et al., 2019). They serve not only as repositories of books and digital resources but also as crucial support systems for teachers and students in the teaching-learning process. The role of libraries extends beyond mere storage; they are dynamic spaces that contribute significantly to educational quality through effective management and leadership. However, despite the recognized importance of libraries in the educational landscape, challenges persist in harnessing their full potential, especially in the context of fostering a reading culture among students.

Indonesia, with its high literacy rates among adults and teenagers (92.8% and 98.8% respectively, according to UNDP 2014 data), still confronts the issue of dwindling reading interests among its populace (Baidhawi et al., 2022). This decline in reading enthusiasm is a critical concern in an era dominated by information technology, where reading skills are fundamental for analytical, critical, and reflective text comprehension. The establishment of the School Literacy Movement (GLS) by the Indonesian Ministry of Education and Culture in 2015 aimed to address this concern, underscoring the need for a collaborative national effort to revive the reading culture (Rukmana, 2020).

Previous studies have highlighted the strategic role of school libraries in creating a learning community and enhancing the overall quality of education (Bancin et al., 2019). However, not all schools, particularly primary ones, boast ideal library facilities in terms of management, staffing, administration, and organization of library materials. This disparity in library facilities and management quality suggests a need for further exploration and improvement.

A critical analysis of previous works reveals that while the significance of library management in enhancing reading interest is acknowledged, there is a gap in comprehensive understanding of how management practices in school libraries specifically contribute to fostering a reading culture (Yudiarti, 2019). Moreover, Indonesian literature on this subject is limited, particularly concerning the role of library management in the context of school libraries.

This study aims to bridge this gap by examining the implementation of library management in SMK Muhammadiyah Imogiri and its effect on enhancing students' reading interest. It also seeks to identify the supporting and inhibiting factors in this process, thereby contributing to the academic understanding of effective library management in schools. This research is expected to provide insights into optimizing reading interest through strategic library management, thus enhancing the role of libraries in educational institutions (Febriyana et al., 2018).

The study of library management in the context of enhancing reading interest in schools is not only timely but also crucial in the current educational climate. With libraries positioned as integral components of the educational ecosystem, understanding and optimizing their management is key to fostering a robust reading culture among students. This research at SMK Muhammadiyah Imogiri will contribute significantly to the academic discourse on library management in schools, offering practical insights and strategic directions for educational stakeholders.

## Methods

This study was structured within a qualitative research framework, employing a descriptive qualitative methodology. The choice of this method was guided by its efficacy in capturing detailed insights into the processes affecting students' reading interests at SMK Muhammadiyah Imogiri. The descriptive qualitative approach is particularly effective for exploring complex phenomena within their natural educational settings. In terms of procedures, the researcher himself was the primary instrument, conducting observations and preparing structured interview guidelines. These guidelines were meticulously designed to

align with the qualitative approach and focused on the primary issues surrounding library management and its impact on students' reading interest.

For data collection, a combination of observational methods, structured interviews, and document analysis was utilized. Direct observations provided real-time insights into the library's operational dynamics, while structured interviews with students and staff offered depth and perspective. Document analysis was also conducted, reviewing relevant records and materials to gather additional contextual information. The data analysis process followed the descriptive qualitative data analysis technique as outlined by Miles and Huberman. This approach involved systematic steps of data collection, presentation, reduction, and conclusion drawing, which was instrumental in identifying key factors influencing the reading interests of students at SMK Muhammadiyah Imogiri (Hermawan et al., 2020). This comprehensive methodological approach ensured a robust and credible framework for analyzing and interpreting the study's findings.

## Results

### **1. Implementation of Library Management to Enhance Students' Reading Interest at SMK Muhammadiyah Imogiri**

SMK Muhammadiyah Imogiri, a private vocational high school located in Garjoyo, Imogiri Subdistrict, Bantul Regency, Special Region of Yogyakarta, is part of the Muhammadiyah association established on February 28, 1989, commonly known as SMK Muhim Jogja. The school has rapidly grown in the field of Islamic education, both formally and non-formally. It offers four majors: Light Vehicle Engineering (TKR), Motorcycle Engineering (TSM), Boutique Fashion Engineering (BB), and Computer and Network Engineering (TKJ). To enhance the reading interest of its students, the school's approach can be summarized and explained as follows:

#### **a. Planning**

Planning is one of the four crucial management functions that significantly contribute to the success of an organization's goals. It involves various key aspects: what, who, when, where, how, and why. In 2020, SMK Muhammadiyah enhanced one of its services, namely the library service, leading to the renaming of the SMK Muhammadiyah Imogiri library to Baitul Hikmah Library. This name change was accompanied by a renewal of the library's vision and mission, following the operational development of the library as an information service center. The vision of Baitul Hikmah Library is to develop the knowledge, character, and skills of the school community. Its mission includes; Providing friendly, polite, strict, orderly, and agile services; Supplying a collection of literature necessary for the entire school community; Enhancing the reading spirit of the school community; Making the library more beneficial, enjoyable, and comfortable for users; Establishing the library as a source of technology and communication.

As an institution managing information resources, the library should be a key element in the educational and training processes, both within and outside the school, in the workplace, and the wider community. However, the reality is far from expectations, with libraries not yet being at the heart of the community, as evidenced by low reading interest and a lack of awareness of the importance of learning. This issue underscores the need for schools to develop special strategies to improve students' reading abilities by integrating and improving school programs with family and community activities, ensuring the sustainability of reading intervention activities and their impact on the community. Through the library, students can exchange ideas, broaden their horizons and experiences, with the added value of lifestyle development.

#### **b. Organization**

Organization is a key factor in optimizing the library's function of fostering reading interest. Not every school successfully manages its library. Many challenges are faced,

including a lack of knowledge about library management among library managers. Most books about school libraries discuss technical issues related to library operations rather than library management itself. Upon entering a school library, the first thing one sees is neatly arranged books and other literature on shelves. These resources are organized in a specific system, facilitating users in finding the necessary literature. The collection is the lifeline of a school library, with more extensive collections providing more information for users. In the process of acquiring library collections, several aspects must be considered: First, The headmaster's policy, taking into account suggestions from teachers, school committees, library managers, and students. Second, Determination of routine and non-routine budgets. Any library budget, however small, affects the library's development. This budget is used for purchasing books, subscribing to magazines or newspapers, etc. Third, Collaboration with external parties for acquisitions, such as partnerships with publishers, NGOs, regional libraries, foundations, or religious organizations (Hermawan et al., 2020).

To meet the users' needs, Baitul Hikmah Library has a collection of over 4000 titles, including 487 fiction titles, 534 copies, 2457 non-fiction titles, 2777 copies, e-books, and others. To fulfill information needs, the library offers free Wi-Fi services throughout the premises with a bandwidth of 100 MB and 8 computers for users. In addition to the book collection, Baitul Hikmah Library provides facilities such as comfortable reading rooms, daily reading rooms, internet browsing services, digital-based lending services, an audiovisual room, reference services, a techno park mobile formula literacy corner, and a Muhammadiyah literacy corridor. The library is open every weekday from 06:45 to 16:30.

### **c. Leadership**

Based on interviews with the head librarian of SMK Muhammadiyah Imogiri, the library must have new and relevant books to meet students' needs, positioning the library as a source of desired and required information. All staff of the SMK Muhammadiyah Imogiri Library, both current and former, must strive to utilize the library optimally, especially to enhance students' reading interest (Masdul & Rahmawati, n.d.). Therefore, to increase students' reading interest, library managers must continuously acquire a collection of books or references through purchases, donations, and other means. All departments must provide books in the library, and all teachers assigning tasks to students must direct them to seek reading materials in the library, making it a vital information source for students.

The role of the library in enhancing students' reading interest at SMK Muhammadiyah Imogiri has not yet been fully realized. This can be seen from the activities carried out by the library to increase students' reading interest, which are not yet well specialized. This is due to the lack of attention from both the school and the students themselves in supporting activities conducted at the school. A good library must be well planned. The success of the library's work program depends on how well it "anticipates" potential future changes. Therefore, a strategy involving various parties is required in planning or, in management concepts, known as strategic planning. With strategic planning in library management to increase students' reading interest, the head librarian and library staff can implement several methods, including: neatly and attractively arranging books, selecting titles that appeal to students, providing literature and fiction books, appropriate room arrangement, neat and inviting table and chair arrangements, adding art and beauty to the library, and organizing competitions that encourage a reading interest.

### **d. Control**

Library control is exercised by library staff to enhance students' reading interest, leading to an improvement function. When library staff strive to increase students' reading interest, one approach is to broaden their reading horizons, making management more effective and efficient as a real education system guide. In controlling the school library as a means to increase students' reading interest, the school must establish activities that can become routine for students. As one library staff member at SMK Muhammadiyah Imogiri mentioned, the school should set mandatory study hours for students in the library, assign students specific tasks in the library, conduct book reviews of certain books available in the

library, and organize various other library-related activities. Such activities will enhance students' love for the library.

The low reading interest among SMK Muhammadiyah Imogiri students is due to the limited collection provided by the library, which mainly offers textbooks, with few comic books and other reading materials. Students are not accustomed to reading from an early age, due to a lack of attention from parents, the surrounding environment, and peers, which hinders students from reading at night, as well as the growing popularity of audiovisual technology like television, which students prefer for its entertaining content that often lacks educational value but can harm students' morals.

Regarding monitoring and evaluation of library activities involving the school principal and library managers, monitoring is conducted from planning to completion, while evaluation occurs at the end of the program's implementation period to determine the achievement level of the program's objectives. Follow-up on evaluation results includes reporting on the program's outcomes, challenges faced, funds spent on collection acquisition, and an outline of plans for the next planning period. Collection acquisition planning supports the school's vision and mission and involves discussions among library managers, library staff, subject teachers, the school principal, and the school committee. Collection acquisitions should always be based on mapping teachers' needs, and various techniques should be used to expand the library's collection. In terms of collection management, service to library users must always be conducted properly and correctly. Follow-up and evaluation should ideally be conducted every semester.

## **2. Supporting and Hinderling Factors in Increasing Students' Reading Interest**

### **a. Supporting Factors for Students' Reading Interest**

Research indicates that factors influencing SMK Muhammadiyah Imogiri students' reading interest are divided into supporting and hinderling factors, originating both internally (from the students themselves) and externally. Internal supporting factors include: (1) the need to read; (2) efforts to find reading materials; (3) enjoyment; (4) desire to read; (5) following up on what is read; (6) readiness to read; and (7) purpose and utility of reading (Utami et al., 2018).

Every person has individual needs, both physical and psychological, and the same applies to reading. Students, as learners, require reading materials for their activities at school, home, and in the community. These needs are represented in various aspects, such as the type of books needed, carrying textbooks according to the schedule, and difficulties in completing tasks. The existence of these needs influences students' efforts to act, where they seek something to read. Actions taken by students to find reading materials at school may include going to the library to read or borrow books, buying desired textbooks, and borrowing textbooks (Cahyono, 2019).

Enjoyment of reading is an expression of an individual's reading experience, involving preferred types of books, reading without additional activities, reading to completion, and promptness in reading. This is due to the attention a student gives to reading (Rukmana, 2020). Following up on what is read involves sharing what you have read with others, rewriting, creating new stories, summarizing what you have read, and collecting books or showing a desire to collect books. Another factor is the varying readiness of students, observable in their reading ability and comprehension. Reading has a purpose and is beneficial. Students engage in reading activities because they recognize the benefits of reading, reasons for reading, the impact of reading, or are motivated to adopt a reading-friendly behavior. In addition to internal supporting factors, there are also external supporting factors, such as: (1) teaching methods; (2) school environment; (3) access to information; (4) technology; and (5) parenting style.

Teachers are a supporting factor for students' reading interest, with teaching methods including motivating students to read, instructing them to read, and assigning reading tasks. Motivation refers to the desire to do something, arising from motives, creating movement, or prompting an individual to act towards satisfaction or a goal. In this context, teachers act as motivators, encouraging students to read and arousing their interest in reading. The school

environment in terms of school programs can encourage students' reading interest, the availability of special reading spaces besides the library and classrooms, and the influence of peers. Access to information is another factor influencing students' reading interest, pertaining to information access when buying or reading books. This aspect includes the use of books on classroom shelves and the availability of sufficient and appealing books to increase students' reading interest. Such facilities include textbooks and non-textbook materials available in the library (Kharismaya et al., 2022).

Furthermore, parenting style is an external factor that promotes students' reading interest. This includes invitations to bookstores to buy books and arranging study times at home. Parents who take their children to bookstores or buy books the children like stimulate the child's interest in the books in the store or those purchased by the parents, ultimately encouraging them to read and continue reading. Similarly, setting study times for students at home allows them to become accustomed to discipline and spend time at home reading, especially textbooks. The existence of study times prevents students from feeling disturbed by their daily activities at home and fosters a reading habit due to the set study times.

### ***b. Hindering Factors for Students' Reading Interest***

Research concludes that factors hindering SMK Muhammadiyah Imogiri students' reading interest originate both internally and externally. Internal hindering factors include the students' reading ability. External hindering factors are (1) financial factors; (2) school environment (facilities); (3) teaching methods, specifically the lack of outdoor learning; (4) technology, such as more appealing television entertainment and attractive device games (Masdul & Rahmawati, n.d.).

Students' reading ability is a hindering factor in their interest in reading. Reading and understanding require specific skills. If students lack age-appropriate readiness, they will be hindered in reading and learning. Financial factors can influence students' reading interest. Students from low-income families cannot satisfy their desire to read, as they cannot afford to buy or rent books, thus affecting their lack of reading interest. Another factor is the disorganized arrangement of books in the library. The library is the foundation of reading. If the library's content does not stimulate students' reading interest, they will be reluctant to visit and read (Hermawan et al., 2020). Additionally, unsatisfactory library services can decrease students' reading interest, as students feel pressured when librarians do not serve them well. Television entertainment and gadgets can also hinder students' reading interest, as the comfort of television and gadgets aligns more with students' preferences (Yudiarti, 2019).

## **Discussion**

This research aimed to investigate the implementation of library management at SMK Muhammadiyah Imogiri to enhance students' reading interest. Similar studies have shown that effective library management plays a crucial role in stimulating reading habits (Dewi, 2018; Maurer, 2021). Libraries, as essential educational resources, impact students' reading interests and academic performance, emphasizing the need for effective management and resource allocation (Hu et al., 2020; Zhang, 2021).

The findings from SMK Muhammadiyah Imogiri indicated that strategic planning, organization, leadership, and control in library management significantly contributed to increasing students' reading interest. These aspects align with previous studies emphasizing the importance of comprehensive library services and personalized reading experiences (Shabiriani et al., 2023; Song & Dang, 2022). Notably, the introduction of varied and current book collections and digital resources was crucial in attracting student interest.

Our results corroborate previous studies underscoring the importance of library environments in fostering reading interests (Al-Buraiki, 2022; Zhang, 2021). However, unlike some studies that highlight technology as a distraction Li et al., (2023), our findings suggest that incorporating technology in library services can enhance reading interest, supporting findings from (Chuang & Sung, 2022; Yu et al., 2023).

The successful implementation of library management at SMK Muhammadiyah Imogiri demonstrates how well-organized and resourceful libraries can become pivotal in shaping students' reading habits. This aligns with Jatmika et al., (2020) emphasis on the role of school environments in literacy development. Our study also reveals that student engagement increases with diverse and modern collections, a notion supported by research in different contexts (Maja & Motseke, 2022; Mikić & Martinović, 2021). Moreover, the leadership's commitment to continuously updating the library's resources was crucial, resonating with the findings of Li et al., (2023) and Onoyeyan (2019). However, caution should be exercised in generalizing these findings, as they are context-specific and may not apply universally.

The implications of these findings are significant for educational institutions aiming to foster a culture of reading. They underscore the necessity of strategic planning, diverse and updated collections, and the integration of technology in library management. This study contributes to a growing body of research advocating for libraries as dynamic learning environments, not just storage spaces for books (Erak, 2021; Quan, 2020). Furthermore, it highlights the need for continuous innovation in library services to meet the evolving interests of students in the digital era (Iheakanwa et al., 2021; Tanacković et al., 2021).

## Conclusion

This study aimed to explore the role of library management at SMK Muhammadiyah Imogiri in fostering students' reading interests and identifying key factors influencing this endeavor. The investigation revealed that strategic planning, efficient organization, effective leadership, and diligent control within the library management framework significantly contributed to enhancing students' reading interests. These findings highlight the critical role that well-managed library resources and technology play in promoting a culture of reading among students, especially in an era where digital distractions are prevalent.

The implications of this study are particularly relevant for educational institutions and policymakers, emphasizing the need for robust library infrastructure and addressing human resource challenges to support students' learning effectively. However, the study's limitation lies in its focus on a single institution, potentially limiting the generalizability of the findings. Therefore, future research should extend to diverse educational settings and incorporate quantitative methods to comprehensively evaluate the impact of library management practices. Additionally, exploring the role of digital libraries and online resources in the current digital age could offer valuable insights into adapting to the changing preferences and needs of students.

## References

- Al-Buraiki, S. A. (2022). A Qualitative Case Study on Reading Practices and Habits of High School Students. *World Journal of English Language*, 12(6), 229–240. Scopus. <https://doi.org/10.5430/wjel.v12n6p229>
- Baidhawi, M., Sauri, S., & Syaodih, C. (2022). Manajemen Perpustakaan Daerah Dalam Meningkatkan Minat Baca Siswa (Studi Deskriptif Analisis Di Dinas Perpustakaan Dan Kearsipan Daerah Jawa Barat). *JlIP - Jurnal Ilmiah Ilmu Pendidikan*, 5(8), 3060–3069.
- Bancin, A., Lubis, W., Daryanto, Khikmah, N., Moleong, L. J., Mulida, Murniati, Niswanto, Suharsimi Arikunto, Prof. Dr., Lia Yuliana, M. Pd., Wardani, S. D. K., & Trihantoyo, S. (2019). Manajemen Sarana Dan Prasarana Pendidikan Studi Kasus SMA Negeri 2 Lupuk Pakam. *EducanduM*, 10(1), 62–69.
- Cahyono, H. (2019). *Pengaruh Pengelolaan Perpustakaan Sekolah Terhadap Minat Baca Siswa Kelas Iv*. 3, 308–316.
- Chuang, Y.-W., & Sung, H.-Y. (2022). Effects of Afterschool Programs in Public Libraries on Disadvantaged Children: The Case of the New Taipei City Library. *Journal of Educational Media and Library Sciences*, 59(2), 137–168. Scopus. [https://doi.org/10.6120/JoEMLS.202207\\_59\(2\).0010.RS.AM](https://doi.org/10.6120/JoEMLS.202207_59(2).0010.RS.AM)

- Dewi, E. S. (2018). Implementasi Kebijakan Tentang Pengelolaan Perpustakaan Oleh Pegawai Perpustakaan Dalam Upaya Meningkatkan Minat Baca Masyarakat. *Jurnal Moderat*, 53(9), 1689–1699.
- Erak, D. (2021). BALTAZAR BOGIŠIĆ'S READING CULTURE. *Anali Zavoda za Povijesne Znanosti Hrvatske Akademije Znanosti i Umjetnosti u Dubrovniku*, 59, 243–277. Scopus. <https://doi.org/10.21857/YQ32OH2GK9>
- Febriyana, M., Amalia, N., & Deliati, D. (2018). The Management of School Libraries Muhammadiyah. *Proceedings of the International Conference on Language, Literature, and Education (ICLLE 2018)*, 578–582. <https://doi.org/10.2991/iclle-18.2018.97>
- Hermawan, A. H., Hidayat, W., & Fajari, I. (2020). Manajemen Perpustakaan Dalam Meningkatkan Minat Baca Peserta Didik. *Jurnal Isema: Islamic Educational Management*, 5(1), 113–126.
- Hu, X., Ng, J. T. D., Yang, C., & Chu, S. K. W. (2020). Personalized book recommendation to young readers: Two online prototypes and a preliminary user evaluation. *Proc. ACM IEEE Joint Conf. Digit. Libr.*, 413–416. Scopus. <https://doi.org/10.1145/3383583.3398604>
- Iheakanwa, J. U., Obro, S., & Akpochafo, W. P. (2021). Reading Ability, Study Habits and Students' Academic Performance in Social Studies. *Library Philosophy and Practice*, 2021, 1–21. Scopus.
- Jatmika, S., Setyawati, L., & Pramita, E. (2020). The School Literacy Movement and Its Implementation in Vocational High Schools in Indonesia. *International Journal of Literacies*, 27(1), 19–30. Scopus. <https://doi.org/10.18848/2327-0136/CGP/v27i01/19-30>
- Kharismaya, M., Qomario, & Mashari, A. (2022). Pengaruh Minat Baca Terhadap Hasil Belajar Peserta Didik Kelas II SD Negeri 2 Merbau Mataram Lampung Selatan. 2(1), 25–32.
- Li, Q., Wong, J., & Chiu, D. K. W. (2023). School library reading support for students with dyslexia: A qualitative study in the digital age. *Library Hi Tech*. Scopus. <https://doi.org/10.1108/LHT-03-2023-0086>
- Maja, M. M., & Motseke, M. (2022). The Role of Classroom Libraries in Promoting Reading: A Case of Rural Primary Schools in the Limpopo Province. *International Journal of Literacies*, 29(2), 1–12. Scopus. <https://doi.org/10.18848/2327-0136/CGP/v29i02/1-12>
- Masdul, K. & Rahmawati. (n.d.). *Implementasi Manajemen Perpustakaan Universitas Muhammadiyah Palu Dalam Meningkatkan Minat Baca Mahasiswa*.
- Maurer, E. (2021). Russian-language Imprints from Switzerland: A Digital Collection on e-rara.ch. *Slavic and East European Information Resources*, 22(1), 53–68. Scopus. <https://doi.org/10.1080/15228886.2021.1878592>
- Mikić, M., & Martinović, I. (2021). PUBLIC LIBRARY IN RESPONDING TO THE READING NEEDS AND INTERESTS OF SECONDARY SCHOOL YOUNG PEOPLE. *Vjesnik Bibliotekara Hrvatske*, 64(2), 59–84. Scopus. <https://doi.org/10.30754/vbh.64.2.895>
- Onoyeyan, G. O. (2019). Provision of Library and Information Service to the Visually Impaired in Ogun State, Nigeria. *Library Philosophy and Practice*, 2019. Scopus. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85066072444&partnerID=40&md5=b4f04b2f37bbf4c841d316682392c2f2>
- Quan, R. (2020). Review and Outlook on the Problems of Library Transformation. *Journal of Library Science in China*, 46(1), 4–15. Scopus. <https://doi.org/10.13530/j.cnki.jlis.2020001>



- Rukmana, I. S. (2020). Peran Manajemen Perpustakaan Dalam Menyukkseskan Program Literasi Di Lembaga Paud. *Jurnal Ilmiah Kajian Ilmu Anak Dan Media Informasi PAUD*, 5(2), 82–90.
- Shabiriani, U. N., Dewi, W. K., Putri, S. A., Pratama, F. C., Bhanuwati, A. T., & Valencia, C. S. (2023). Garudeya Illustrated Digital Book as a Supporting Media to Children Learning. In Mursitama T.N., Noerlina null, Utama D.N., & Abrori S.A. (Eds.), *E3S Web Conf.* (Vol. 426). EDP Sciences; Scopus. <https://doi.org/10.1051/e3sconf/202342602001>
- Sirajuddin, K., Masdul, M. R., & Rahmawati, R. (2019). Implementasi Manajemen Perpustakaan Universitas Muhammadiyah Palu Dalam Meningkatkan Minat Baca Mahasiswa. *Jurnal Kolaboratif Sains*, 2(1), 987.
- Song, Z., & Dang, L. (2022). Library Personalized Service System Based on Computer Network Technology. *Security and Communication Networks*, 2022. Scopus. <https://doi.org/10.1155/2022/2550820>
- Tanacković, S. F., Bajić, M., & Ivanović, M. D. (2021). Reading behind bars: Exploring reading interests and library use of prisoners in croatian correctional facilities. In *Adv. Librariansh.* (Vol. 49, pp. 183–200). Emerald Group Holdings Ltd.; Scopus. <https://doi.org/10.1108/S0065-283020210000049010>
- Utami, R. D., Wibowo, D. C., & Susanti, Y. (2018). Analisis Minat Membaca Siswa Pada Kelas Tinggi Di Sekolah Dasar Negeri 01 Belitang. *Jurnal Pendidikan Dasar Perkhasa*, 4(1), 180–180.
- Yu, W., Jiang, Y., Wu, Y., & Cheng, Y. (2023). Multisensory reading promotion in academic libraries. *Frontiers in Psychology*, 13. Scopus. <https://doi.org/10.3389/fpsyg.2022.987180>
- Yudiarti, E. F. (2019). Manajemen Perpustakaan Dalam Upaya Meningkatkan Minat Baca Pesrta Didik Di MAN 01 Kota Bengkulu. *Al Maktabah: Jurnal Kajian Ilmu Dan Perpustakaan*, 4(1), 44–50.
- Zhang, N. (2021). Research on data acquisition of novel list based on Python. *Proc. - Int. Conf. Artif. Intell. Educ., ICAIE*, 675–679. Scopus. <https://doi.org/10.1109/ICAIE53562.2021.00148>