



Librarian Strategies to Enhance Students' Reading Habits at SD Negeri 33 Banda Aceh

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ABSTRACT

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Keywords: Librarian; Reading Habits; Strategy; Elementary School Students; School Library.

This study aims to evaluate the effectiveness of librarian strategies in enhancing students' reading habits at SD Negeri 33 Banda Aceh. Employing a descriptive qualitative approach, data were collected through interviews, observations, and documentation. The research subjects consisted of one librarian and twelve students selected through purposive sampling. The findings reveal that the librarian implemented various strategies, including routine library visits, provision of updated book collections, creation of a conducive reading environment, a 15-minute literacy program, a mobile reading cart, and classroom reading corners. Students generally responded positively to these strategies, although some expressed the need for more engaging book selections. The primary challenge identified was the limited number of library staff, which affected program consistency and book variety. Overall, the strategies demonstrated a positive impact, though further support and development are necessary to optimize their effectiveness.

1. Introduction

1.1. Background

Reading habits refer to activities performed repeatedly until they become ingrained routines. These habits are essential to cultivate from an early age, particularly at the elementary level, as they form the foundation of the learning process. Through reading, students acquire new information, broaden their perspectives, and enhance their understanding of academic content (Azis & Sembiring, 2020). The importance of reading habits is supported by several experts, one of whom is Widyana, who states that reading habits can benefit students in achieving better academic performance (Susanti, Nofi & Widyana, 2022). Moreover, reading habits foster interest and motivation in learning, ultimately improving students' cognitive abilities (Kandupi, 2021).

School libraries play a pivotal role in fostering reading habits, with librarians and teachers serving as motivators and facilitators. The success of this role is largely determined by the strategies employed. S.R. Ranganathan's theory emphasizes the importance of libraries in meeting readers' needs by providing access to diverse sources of information (Hidaya, 2020). SD Negeri 33 Banda

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Aceh is one such school striving to enhance students' reading habits through library programs such as the "reading cart" and "15-minute literacy."

Despite these efforts, students' reading habits at the school remain suboptimal. Initial interviews with the librarian indicated that the program had been running for two years and was considered successful. However, observations and interviews with several students revealed a contradictory phenomenon, with many students rarely visiting the library and showing limited interest in reading (Student interview, March 18, 2024). Students tended to spend their break time purchasing snacks and playing rather than engaging with the library. This discrepancy highlights the need for further investigation into the librarian's strategies.

Previous studies have extensively examined reading habits and influencing factors. For instance, research by Heryanto Azis and Yuni Sarah Sembiring (Azis & Sembiring, 2020) explored the relationship between study habits and science learning outcomes. Nofi Tri Susanti and Rahma Widyana (Susanti, Nofi & Widyana, 2022) examined the influence of self-concept in reading and parental social support on students' reading interest. Asmin A Kandupi (Kandupi, 2021) focused on efforts to improve motivation and learning outcomes through intensive reading techniques. Septy Nurul Fauziah et al. (Fauziah, Sumiyani, & Ramdhani, 2022) and Annisa Amalia Rahmi (Amalia Rahmi & Febrina Dafit, 2022) investigated the role of teachers in developing students' reading interest. Fitri Anjaswuri and Sonia Deya (Anjaswuri & Deya, 2021) emphasized the role of librarians in enhancing students' reading interest and habits in elementary schools.

However, studies specifically analyzing librarian strategies to improve students' reading habits in the context of SD Negeri 33 Banda Aceh remain scarce. Existing research tends to focus on the role of teachers or librarians in general, without deeply examining the effectiveness, student perspectives, and challenges of specific programs implemented in a particular school.

The novelty of this research lies in its in-depth evaluation of librarian strategies at SD Negeri 33 Banda Aceh. This study not only identifies the strategies used (such as the reading cart and 15-minute literacy), but also analyzes their effectiveness from the perspectives of both the librarian and students, and identifies the challenges faced in implementation. This provides a more specific and contextual understanding of strategies to improve reading habits at the elementary level, which has not been previously studied. The findings are expected to contribute significantly to the literature on school library management and literacy improvement strategies.

Based on the background and novelty, this research is formulated to address three main issues arising from the mismatch between program goals and field realities. The research questions are as follows:

1. Are the strategies implemented by the librarian at SD Negeri 33 Banda Aceh effective in improving students' reading habits?
2. What are students' perspectives on the strategies implemented by the librarian to improve reading habits?
3. What challenges does the librarian face in improving students' reading habits?

The primary objective of this article is to evaluate the effectiveness of librarian strategies in improving students' reading habits at SD Negeri 33 Banda Aceh. Additionally, this study aims to describe students' views on these strategies and identify the challenges faced by the librarian in implementing library programs. The results are expected to provide valuable input for schools and librarians in refining and developing more effective literacy programs.

This research is original and scientifically novel because it focuses on an in-depth case study at SD Negeri 33 Banda Aceh. By combining data from interviews with the librarian and students, as well as direct observations, this study offers a comprehensive and authentic picture of practices, challenges, and perceptions related to efforts to improve reading habits in the school environment.

This approach allows for richer and more relevant analysis compared to previous studies that tend to be general. The findings are expected to serve as practical references for other schools and librarians in designing more effective strategies tailored to students' needs, and to enrich the body of knowledge in education and library science (Saffana, Slamet, & Budiharto, 2021).

1.2. Literature Review

1.2.1. Strengths and Weaknesses of Previous Research

First Pratiwi, Ritonga, & Syam (Pratiwi, Ritonga, & Syam, 2024) in their article titled "Strategi Perpustakaan dalam Meningkatkan Aksesibilitas Layanan Kepada Anak Tunanetra di Sekolah Dasar Luar Biasa Negeri (SDLBN) 117709 Kampung Baru Labuhan Batu". Strengths: This study offers a focused and relevant analysis of library service strategies tailored to students with special needs, particularly those with visual impairments. The findings provide valuable insights into adaptive approaches such as mobility orientation and the use of visual aids, which may inform inclusive program design. Weaknesses: The scope is limited to special education institutions. Consequently, the strategies may not be directly applicable to general education settings such as SD Negeri 33 Banda Aceh. Second Muhammad, Londa, & Runtuwene (Acta & Komunikasi, 2023) with the title "Strategi Pustakawan Dalam Meningkatkan Sistem Layanan Sirkulasi Di Perpustakaan SMKN 1 Kota Tidore Kepulauan". Strengths: This research contributes to the understanding of operational aspects of library management, particularly in enhancing book borrowing and return services. It underscores the importance of circulation systems in overall library effectiveness. Weaknesses: The study does not directly address strategies aimed at cultivating students' reading habits. Its focus on circulation services limits its relevance to literacy development initiatives. And Third Apriliyanto & Sholeh (Apriliyanto & Sholeh, 2019) dalam penelitian mereka yang berjudul "Strategi Kepala Sekolah dalam Gerakan Literasi Sekolah Untuk Meningkatkan Keterampilan Berpikir Kritis Siswa di SD Muhammadiyah 15 Surabaya". Strengths: This study is pertinent to literacy development at the elementary level. It outlines strategic interventions such as scheduled library visits, student presentations, and literacy ambassador awards, which may serve as reference points for similar programs. Weaknesses: The research centers on the role of the principal rather than the librarian. Moreover, its primary objective is to enhance critical thinking skills rather than to establish sustained reading habits.

While previous studies have explored various dimensions of school library strategies, the present research occupies a distinct and more targeted position. Prior investigations have addressed inclusive services (Pratiwi et al., 2024), circulation systems (Acta & Komunikasi, 2023), and administrative leadership in literacy movements (Apriliyanto & Sholeh, 2019). His study advances the discourse by specifically examining librarian-led strategies to improve students' reading habits at SD Negeri 33 Banda Aceh. It not only identifies the strategies employed but also evaluates their effectiveness from the students' perspective and explores the practical challenges encountered. This contextualized approach has not been previously applied, thereby offering original and substantive contributions to the field of school literacy research.

1.2.2. Librarian Strategies to Improve Students' Reading Habits

To gain a deeper understanding of the research problem, a solid theoretical foundation is required regarding strategy, the librarian's role, and the concept of reading habits.

a. Strategy Concept

According to Siagan, as cited in Haniva (Haniva, 2020), strategy is a fundamental action undertaken to achieve institutional objectives. Strategy also refers to a comprehensive approach encompassing the implementation of ideas, planning, and execution of activities

within a defined timeframe. Griffin, as cited in Anwar (Wiranda, Agustini, & Anwar, 2022) defines strategy as a design for planning aimed at achieving predetermined goals. In this context, librarian strategy refers to a series of planned and systematic activities intended to motivate students to develop strong reading habits.

b. Reading Habit Concept

Reading habit is defined as a behavior performed repeatedly until it becomes a deeply ingrained pattern (Noorman Haryadi, 2020). Dalilan (Dalilan, 2021), describes reading habit as the frequency, quality, and consistency of reading activities carried out regularly and permanently. This habit is cultivated through repetition and is supported by motivation and interest (Syifa et al., 2023). Indicators of reading habits include reading interest, reading frequency, and reading behavior (Saffana et al., 2021). Therefore, librarian strategies must address all three indicators to effectively foster students' reading habits.

c. Librarian Strategies to Improve Students' Reading Habits

A librarian is a professional with the competence to manage and provide library services (Putra, 2022). Suwarno, as cited in Mardiyana (Yuliana & Mardiyana, 2021), states that librarians are individuals educated in library science and responsible for delivering library services. Law No. 43 of 2007 concerning Libraries affirms that librarians are tasked with managing and providing library services (Ismanto, 2019). The librarian's functions in enhancing students' reading habits include:

- a) Providing high-quality and diverse collections (Zumrotus Sa'diyah & Farida Isroani, 2021).
- b) Designing an attractive and comfortable library environment (Agustri, Islam, Raden, & Palembang, 2024).
- c) Offering consistent support and motivation (Arwita Putri et al., 2023).
- d) Introducing various types of books to students (Tsoraya, Asbari, & Pratiwi, 2023).
- e) Managing the library professionally and effectively (Afriatin & Danusiri, 2021).
- f) Organizing engaging literacy programs (Dwi Aryani & Purnomo, 2023), such as routine visits, reading competitions, book reviews, and storytelling activities (Fany & Rifqi, 2022).

With this theoretical framework, the study aims to analyze the effectiveness of the strategies implemented by the librarian at SD Negeri 33 Banda Aceh in fostering students' reading habits and to identify the factors that hinder their success.

2. Research Methodology

This study employs a descriptive qualitative approach to address the identified research questions. The descriptive qualitative method was selected because the research aims to explore, describe, and analyze phenomena as they naturally occur (Rusandi & Muhammad Rusli, 2021). Through this approach, researchers can generate data in the form of written or spoken words derived from observed behaviors and informants, without the intention of generalizing findings (Waruwu, 2023). This method is particularly suitable for examining librarian strategies, student perspectives, and the challenges encountered in fostering reading habits at SD Negeri 33 Banda Aceh.

The research was conducted at SD Negeri 33 Banda Aceh over a two-week period. The site was chosen based on preliminary findings indicating that, despite the school's "B" accreditation, students' reading habits remained relatively low. The study focuses on librarian strategies, student responses, and the obstacles faced in implementing those strategies.

Participants were selected using purposive sampling, a technique whereby informants are chosen based on specific criteria and relevance to the research objectives (Nur & Utami, 2022). The

selected informants included one librarian and twelve students deemed knowledgeable and directly involved in the literacy programs at SD Negeri 33 Banda Aceh. The research objects comprised the librarian's strategies, literacy initiatives, and the challenges encountered during implementation.

The data collection techniques used are:

- a. Interviews: Conducted directly with the librarian and five students to obtain in-depth insights into their experiences and perceptions (Ardiansyah, Risnita, & Jailani, 2023).
- b. Observation: Researchers observed activities related to the librarian's efforts to enhance students' reading habits (Feny Rita Fiantika, 2022).
- c. Documentation: Supporting materials such as photographs and program-related documents were collected to complement interview and observation data (Ismail Suardi Wekke, 2019).

Data credibility was tested using triangulation and extended observation techniques. The triangulation used included source triangulation (checking data from the librarian and students) and technique triangulation (testing the same data with different methods, e.g., observation, interview, and documentation) (Susanto, Risnita, & Jailani, 2023). Extended observation was carried out by returning to the field to deepen the information and ensure the correctness of the data obtained (Choiri, 2019).

Data analysis was conducted in three stages:

- a. Data Reduction: Summarizing, selecting essential information, and focusing on data relevant to the research questions (Safrudin, Zulfamanna, Kustati, & Sepriyanti, 2023).
- b. Data Presentation: Organizing data into structured narrative form, supported by diagrams where necessary (Ratnaningtyas, 2022).
- c. Conclusion Drawing: Formulating conclusions based on analyzed data and supported by valid evidence from multiple sources (Pakpahan, A. F., dkk, 2020)

3. Results and Discussion

3.1. Librarian Strategies to Improve Students' Reading Habits

Based on interviews conducted with the librarian at SD Negeri 33 Banda Aceh, several strategic initiatives were identified to enhance students' reading habits:

- a. Routine Library Visit Program.

The librarian stated that this program is designed to ensure that every class has a special visit schedule to the library. This initiative aims to familiarize students with the library environment and introduce them to diverse types of books. One of the main strategies implemented by the librarian is a routine library visit program for students, to enhance reading habits from an early age.

*"One of the strategies I implemented was creating a routine library visit program for students. I designed this program to improve students' reading habits from an early age."*¹

- b. Provision of Updated Book Collections.

The librarian actively updates the book collection so that the library remains relevant and attractive to students. This strategy aims to meet students' information needs and foster their reading interest. By providing the latest collection, the librarian strives to ensure students can access any information they need.

*"I always strive to provide the latest collections in the library to meet students' needs in finding any information."*²

- c. Creation of a Conducive Reading Environment.

¹ Khairun Nisak, Librarian, SD Negeri 33 Banda Aceh, Interview, 5 August 2024

² Ibid.

The librarian focuses on creating a library atmosphere that is friendly, comfortable, and easily accessible to all students. With neat room arrangement and a quiet environment, students are expected to feel at home and safe while reading. The goal is to ensure every student feels comfortable and at home when visiting and reading in the library.

*"I create a friendly and accessible atmosphere for all students visiting the library so they feel comfortable reading books."*³

d. 15-Minute Literacy Program.

The 15-minute literacy program is implemented every Wednesday before class starts and aims to build awareness of the importance of reading and cultivate students' learning motivation. The librarian explained that this program seeks to create a supportive and motivating learning environment so that students love reading activities and a lifelong passion for learning

*"With this program, we want to create a supportive environment and motivate students to love reading and lifelong learning."*⁴

e. Mobile Reading Cart Program.

The librarian provides a cart containing various types of books, such as fiction, non-fiction, and poetry, which is placed in the school yard during break time. This program is designed to make it easier for students to access books without needing to visit the library. The main goal of the "mobile reading cart" initiative is to enhance students' reading habits by providing direct access to reading materials in the school environment

*"The reading cart program is held at school to improve students' reading habits by providing direct access to reading materials in the school environment."*⁵

f. Classroom Reading Corners.

Every class is now equipped with a "reading corner" containing various books. The librarian collaborates with the homeroom teacher to update the book collection every month. This program aims to facilitate students' access to books and encourage reading habits within the classroom. This reading corner initiative is carried out to enhance students' reading habits by providing easy access to various types of books, where the librarian routinely replaces the books with new ones every month.

*"We created reading corners to improve students' reading habits by providing easy access to various types of books... I usually replace the books with new ones every month."*⁶

3.2. Students' Perspectives on Librarian Strategies

Interviews and observations conducted with students revealed generally positive responses to the librarian's strategies, although some students offered constructive feedback for improvement.

a. Routine Library Visit Program.

Students expressed appreciation for the scheduled library visits. Maulidia affirmed that the program allowed her to regularly access the library.

*"Yes, the librarian organizes routine library visits for students. I agree with this program because it allows us to visit the library regularly."*⁷

Observational data confirmed that students were enthusiastic and engaged during their scheduled library visits.

³ Ibid.

⁴ Ibid.

⁵ Ibid.

⁶ Ibid.

⁷ Maulidia, Student SD Negeri 33 Banda Aceh, Interview, 12 August 2024.

b. Provision of Updated Book Collections.

Students acknowledged the librarian's efforts to maintain a current and relevant book collection. Sheeba noted her interest in the available books and their usefulness for learning.

*"Yes, the librarian always provides the latest collections for students, and I'm quite interested in them. They also help me find learning resources."*⁸

This feedback indicates that the availability of relevant materials positively influences student engagement.

c. Conducive Reading Environment.

The neat and comfortable library environment also received positive responses. Students feel happier and more at home in the library. This is consistent with the observation results which show that students look calm and focused when reading inside the library.⁹

d. 15-Minute Literacy Program.

The literacy program received strong support from students. Mislal Akhirah reported increased interest in reading as a result of participating.

*"Yes, the librarian organizes this literacy program every Wednesday. I agree with it because it makes me more interested in reading books. I've joined the program before, and it made me more enthusiastic about learning in class."*¹⁰

Lisa Lilia also noted that the program helped her build confidence in reading aloud.

*"Yes, the librarian organizes this literacy program. I like it because it makes me braver and more confident when reading books in front of my friends."*¹¹

e. Mobile Reading Cart Program.

Student responses to the mobile reading cart initiative were mixed. Nayla Azkia appreciated the convenience of accessing books outside the library.

*"It's a convenient place to read books without having to go to the library."*¹²

However, there was also feedback from Aqillah Al-Mahira who stated that the book collection was less interesting

*"Yes, the librarian organizes the mobile reading cart program. But I think it's just okay, and I rarely read the books there because they're not very interesting to me."*¹³

This indicates the importance of variety in the collection provided in the mobile reading cart to meet diverse student tastes.

f. Classroom Reading Corner Program.

Students responded positively to the classroom reading corners. Fakhrie Dzulfikar endorsed the initiative, citing its impact on comfort and learning motivation.

*"Yes, the librarian created reading corners in every class. I really agree with this program because it makes reading more comfortable and interesting. It also helps me with my learning needs."*¹⁴

However, there was feedback from another student, Natasya Kahira Ananda, who hoped the librarian could provide more interesting books. This shows the importance of variety and the attractiveness of the book collection to maintain students' reading interest.

⁸ Sheeba, Student SD Negeri 33 Banda Aceh, Interview, 06 August 2024.

⁹ Hasil Observasi di SD Negeri 33 Kota Banda Aceh, Pada Tanggal 12 August 2023.

¹⁰ Mislal Akhirah, Student SD Negeri 33 Banda Aceh, Interview, 06 August 2024.

¹¹ Lisa Lilia, Student SD Negeri 33 Banda Aceh, Interview, 06 August 2024.

¹² Nayla Azkia, Student SD Negeri 33 Banda Aceh, Interview, 06 August 2024.

¹³ Aqillah Al-Mahira, Student SD Negeri 33 Banda Aceh, Interview, 06 August 2024.

¹⁴ Fakhrie Dzulfikar, Student SD Negeri 33 Banda Aceh, Interview, 06 August 2024.

*"Yes, the librarian created this reading corner program. I like it because I enjoy reading, but I hope the librarian can provide more interesting books so I'll be even more excited to read them."*¹⁵

3.3. Challenges Faced by the Librarian in Improving Students' Reading Habits

Based on interviews with the librarian, the primary challenge encountered in implementing literacy strategies is the limited number of library personnel. The librarian at SD Negeri 33 Banda Aceh reported being the sole individual responsible for managing all aspects of the library. This constraint poses significant difficulties in ensuring the consistent execution of programs, maintaining the quality and diversity of book collections, and providing adequate support to students..¹⁶ This limitation affects the librarian's ability to fully optimize the literacy initiatives and meet the diverse needs of students.

3.4. Discussion

Overall, this research shows that the librarian at SD Negeri 33 Banda Aceh City has implemented various varied and innovative strategies to enhance students' reading habits. Strategies such as routine visit programs, the 15-minute literacy program, the mobile reading cart, and reading corners are real efforts to bring students closer to books and create a reading culture in the school. This finding is in line with the theory which states that the librarian's role is very important in cultivating reading interest through the provision of quality collections, room arrangement, and attractive literacy programs (Zumrotus Sa'diyah & Farida Isroani, 2021); (Fany & Rifqi, 2022).

Students' perspectives on these strategies are largely positive. They feel helped by the programs that facilitate access to books, both in the library and in the school environment (mobile reading cart and reading corner). This positive response indicates that the implemented strategies are quite effective in motivating students to read. However, feedback from some students regarding the less interesting book variety suggests that the librarian needs to pay more attention to students' specific interests in collection selection, especially for the mobile reading cart and reading corner programs..

The main constraint in the form of a shortage of librarian staff is an important factor affecting the strategy implementation. This limitation could be the reason why the collection variety is not yet fully optimal and why personal interaction with students is not yet maximal. This underscores the need for support from the school to add librarian staff or empower teachers to help manage literacy programs. This research provides a comprehensive picture that although the strategies are good, structural challenges such as the lack of human resources remain a significant obstacle that must be overcome to achieve the goal of maximally enhancing reading habits.

4. Conclusion

Based on the research conducted at SD Negeri 33 Banda Aceh City, it can be concluded that the librarian has implemented a series of comprehensive strategies to cultivate students' reading habits. These strategies include routine library visit programs, provision of the latest collections, creation of a conducive library environment, and the implementation of innovative literacy programs such as the "15-minute literacy", "mobile reading cart", and "reading corner" in every class.

¹⁵ Natasya Kahira Ananda, Student SD Negeri 33 Banda Aceh, Interview, 06 August 2024.

¹⁶ Khairun Nisak, Librarian SD Negeri 33 Banda Aceh, 5 August 2024

Overall, these strategies have a significant positive impact. Students show a positive view, feel more interested, and have easier access to books. This indicates the librarian's success in creating an environment that supports a reading culture. However, these efforts are not without constraints, namely the lack of support from homeroom teachers and the limited book collection which is sometimes not in line with students' interests. Thus, although the librarian's strategies are categorized as effective in enhancing reading habits, challenges in support from relevant parties and collection adjustment remain important factors that need attention.

Based on the research findings and conclusions, here are some suggestions proposed. For the librarian, it is important not only to maintain the existing programs but also to continue developing them. It is suggested that the librarian be more proactive in updating the book collection by considering students' specific interests so that the books provided are more interesting and relevant. Furthermore, establishing closer cooperation with homeroom teachers is crucial to ensure that the literacy program receives strong support from all parties in the school. For students, it is hoped that they will continue to participate actively in every literacy activity organized, as this active involvement is the main foundation in forming sustainable reading habits. Finally, for future researchers, this research can be a basis for conducting more in-depth studies, for example, with a quantitative approach to specifically measure the impact of each strategy on students' interest and learning achievements.

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