

Increasing Library Usage through Fun Library Program at SMAN 1 Sedayu

Subarino¹

¹ SMA Negeri 1 Sedayu, Bantul, DI Yogyakarta, Indonesia

Article Info

Article history:

Received October 31, 2022
Revised November 1, 2022
Accepted November 3, 2022

Keywords:

Fun Library
School Action research
Library utilization

ABSTRACT

This study aims to determine whether the fun library program can improve library utilization at SMAN 1 Sedayu. Theoretically, it is expected to provide insight and enrich the study of efforts to improve school libraries. The type of research is School Action Research. Data collection techniques were interview, observation, and documentation study. Data validation using triangulation. Data analysis techniques using the Miles and Huberman model. The results stated that the average percentage of library utilization in the initial state of 15.4% was in a low category. Cycle 1 actions, namely implementing a fun library program, designing a comfortable and fun library interior, adding book collections, creating interactive reading corners and providing a stage for student performances. The action increased the utilization of the school library with a percentage of 31.32% in the low category, but not yet in accordance with the success indicators set. Cycle 2 action by implementing a fun library program like cycle I by adding facilities and activities. The facilities added were a mini theater room and a showroom for student work. While the activities carried out in the form of book-writing training and movie screenings. The action increased the utilization of the school library with a percentage of 60.9.6% in the medium category and reached the set indicators. This study concluded that the fun library program could increase the utilization of the school library at SMAN 1 Sedayu.

This is an open access article under the [CC BY-SA](#) license.



Corresponding Author:

Subarino¹

SMA Negeri 1 Sedayu, Bantul, DI Yogyakarta, Indonesia
Email: subarino@gmail.com

1. INTRODUCTION

The library is one of the learning facilities that can be a force to educate the nation's life. Libraries have an important role as a bridge to mastery of knowledge as well as a place for fun and refreshing recreation. Libraries make an important contribution to opening information about science [1]. The school library is a learning resource that has a major influence in the world of education. One of the roles of the school library is to improve student learning outcomes or achievement. Because with the library, students are expected to develop skills to find information for their needs independently - by utilizing the library as much as possible with good management [2].

However, based on the observation in the library of SMAN 1 Sedayu, the utilization of the library is still not optimal. This is shown by the low level of library visits in the library. The low level of library visits is due to the insufficient book collection, limited visiting time, teachers do not motivate students to visit, the interior arrangement of the library is not attractive. An attractive and comfortable interior arrangement affects the interest of library users to visit [3].

Fun Library is a term that means an interesting and fun library. A comfortable and fun library provides a calm and joyful mood. A happy mood encourages students' interest in reading. This is in accordance with the Classical conditioning theory coined by Ivan Pavlov. Classical Conditioning Theory is a theory of conditioned behavior. Classical conditioning theory is used to change good behavior to motivate students to get used to and train them to make positive habits that can develop their potential. The application of Classical conditioning theory in the context of the fun library program is to create a comfortable, safe and fun library environment that can motivate students to use the library in supporting learning activities. Creating a safe, comfortable and fun library environment can be done through room arrangement and design. The arrangement and design of the library room are one of the important aspects in facilitating the service and implementation of library functions. A good layout makes visitors feel comfortable in the library, increasing library users' interest in visiting and utilizing library services [4].

In addition, the coloring of the library interior also affects the motivation of library users to visit the library. Liu and Chen (2015) stated that rigid and monotonous libraries due to economic and conceptual limitations cause students to lack awareness to use the library, thus negatively impacting library performance [5]. Systematic interior coloring can influence library users' perception of the library atmosphere. This will be beneficial for students to learn about emotions, thought processes, psychological health, and aesthetic concepts. This color impression is also a source of library ownership. Library interior coloring is an important aspect of the library environment and cultural carrier for the library.

A cozy library is defined as a place that depicts a pleasant scientific atmosphere. The scientific atmosphere needs to be created with academic facilities. According to Eskha (2018), libraries playing the role of media centers and academic facilities need to be equipped with library collections in the form of printed collections such as books, magazines / scientific journals, maps, newspapers, written works in the form of monographs (writings) that have not been published, as well as non-print materials such as microfish and microfilm [6].

School libraries also play an important role in creating and encouraging reading habits in children, enhancing their learning experiences, and to encourage students to use library resources in their daily lives [7]. In addition, school libraries have a positive influence on students' literacy achievement [8]. The school library also plays a role as a repository of information, education, research, preservation, and preservation of the nation's cultural wealth, as well as a healthy, cheap and useful tourist spot [9]. Meanwhile, Endarti (2022) states that a fun library is a place of informal recreation. Information tourism in the library, increasing knowledge, can also provide entertaining pleasure for visitors [10].

The school library is also known as the heart of education so it is expected that the library can be utilized as optimally as possible in supporting student teaching and learning activities. In addition, the conditions of the last few decades, the increasing number of learning resources and information on the internet have resulted in reduced student interest in visiting school libraries [11]. Students prefer to use devices rather than reading printed books because they feel they can access the information they need faster.

Based on the description above, it is necessary to research students to improve the utilization of the school library at SMAN 1 Sedayu. Based on the meeting results with the committee, principal and teachers, the fun library program is expected to motivate students to use the school library as one of their learning resources.

2. METHOD

The research that has been carried out is qualitative in the form of school action research (henceforth: PTS). The research was conducted at SMAN 1 Sedayu from January 2021 to

December 2021. The subjects of this research were students of SMAN 1 Sedayu. The data collected to describe the real conditions of efforts to increase library utilization through the fun library program are in the form of numbers or scores. Numbers or scores are used to determine the frequency of students in utilizing the school library.

The procedure for carrying out School Action Research includes planning, implementation, observation, and reflection [12]–[15]. The research procedure is depicted in the following diagram:

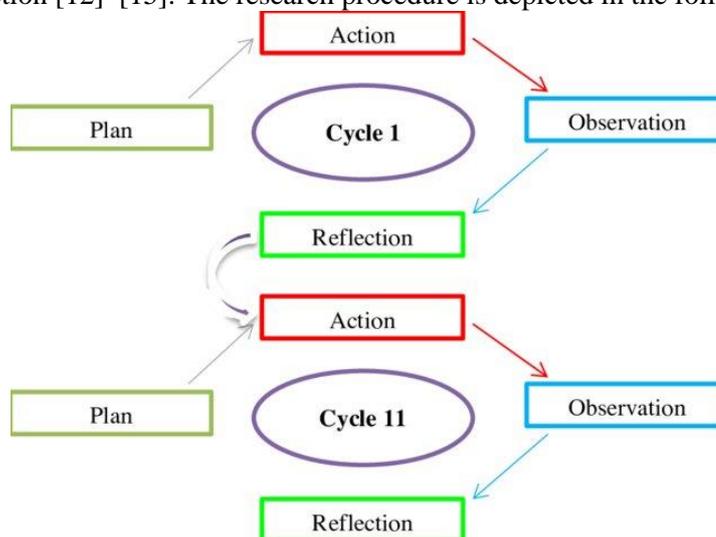


Figure 1. Diagram of Research Procedure

The data analysis used in this research is an interactive data analysis process by Miles and Huberman (in Emzir, 2012)[16]. There are three stages in conducting data analysis after the research data is collected: data reduction, data presentation and conclusion drawing or verification. Researchers calculated the interval score of the number of library visitors to measure and categorize the success of the research. From the interval calculation, the success rate of the actions taken can be seen.

$$\text{Interval} = \frac{\% \text{maksimal} - \% \text{minimal}}{\text{banyaknya pilihan}} = \frac{100\% - 1\%}{3} = 33$$

From the calculation of these intervals, the categories of school library utilization can be found as follows:

Table 1. Interval Categories of Library Utilization

Interval (%)	Categories
1 - 33	Low
34 - 67	Medium
68 - 100	High

3. RESULTS AND DISCUSSION

Based on initial observations obtained through school library documents, the utilization of the school library can be described as follows:

Table 2. Initial Observation Data of Library Utilization Before Research

No	Month	Visitors	Target	Total number of students	%	Categories
1	July 2020	2647	18900	945	14.0	Low
2	August 2020	6340	18900	945	33.5	Low
3	September 2020	5976	18900	945	31.6	Low
4	October 2020	6578	18900	945	34.0	Low
5	November 2020	4692	18900	945	24.8	Low
6	December 2020	2450	18900	945	13.0	Low
Average of Visitors					25.2	Low

Table 2 explains that the average percentage of school library utilization in semester 2 of the 2020/2021 academic year is 25.2%, if converted into the low category. Based on interviews with librarians, as well as from several students, they mentioned that the factors that influence the low utilization of the library include the aspect of completeness of the incomplete collection, the atmosphere of the room is not comfortable, the reading seats are lacking, the arrangement of bookshelves makes it difficult for users

Cycle 1

Based on the discussion with school stakeholders, it was decided that to increase library utilization, a fun library program was implemented. This effort is described in the action of cycle I through activities: (1) adding to the collection and reference books, (2) creating a colorful library interior design, (3) providing a reading corner in the library that is interesting and fun, (4) collaborating with government and private institutions to increase the collection and completeness of the reading corner, and (5) providing library digitization training to librarians.

The effect or impact of the fun library program can be seen in January 2021. Table 3 shows that there has been an increase in the number of visitors even though it has not met the success target.

Table 3. Library Utilization Data in Cycle 1

No	Month	Visitors	Target	Total number of students	%	Categories
1	Jan 2022	15245	18900	945	80.7	High
2	Feb 2022	11097	18900	945	58.7	Medium
3	March 2022	13491	18900	945	71.4	High
4	April 2022	12643	18900	945	66.9	Medium
5	May 2022	8780	18900	945	46.5	Medium
6	June 2022	13883	18900	945	73.5	High
Average					66.3	Medium

From the improvement efforts made in the fun library program, it turns out that it has not been able to increase library utilization by students in accordance with the expected success

indicators. However, in January, March and June library utilization significantly increased in the high category. Although when viewed in table 3 above, it shows that the increase in the number of visitors in January-June 2021 has increased to 66.3% and is still in the medium category. Therefore, more effective action must be taken in order to increase the utilization of the school library at SMAN 1 Sedayu in the high category.

Cycle 2

The action taken to increase the utilization of the school library is to continue the fun library program by adding QR and AR code facilities in each reading corner, adding mini theater facilities, cultural showrooms for student work and limited free photocopying. Action efforts in cycle 2 include planning, implementation and observation, and reflection stages. The action efforts implemented in cycle 2 are described in table 4 below.

Table 4. Library Utilization Data in Cycle 2

No	Month	Visitors	Target	Total number of students	%	Categories
1	July 2022	9469	18900	945	50.1	Medium
2	August 2022	17856	18900	945	94.5	High
3	Sept 2022	16698	18900	945	88.3	High
4	Oct 2022	13769	18900	945	72.9	High
5	Nov 2022	16639	18900	945	88.0	High
6	Dec 2022	9697	18900	945	51.3	Medium
Average					74.2	High

The results of the actions in cycle 2 can be seen based on data on library visits from July to December 2021. Based on the data obtained, the number of visitors or library utilization has increased significantly to 74.2% and is in the high category. Based on this increase, the actions taken in cycle 2 increased library utilization in accordance with the expected success indicators, namely $\geq 68\%$ or in the high category. This research also answers the hypothesis that the fun library program for the most active students is proven to increase the utilization of the SMAN 1 Sedayu school library.

The efforts made by schools with the fun library program have proven to have a positive impact, namely by increasing the number of students in utilizing library facilities as a learning resource. This is evidenced by research conducted from January 2021 to December 2021, divided into 2 cycles. The increase can be observed in cycle 1, which was carried out from January to June 2021, indicated by the increase in the number of visits from 25.2% to 66.3%, which is still in the medium category, although it has increased it has not been able to increase to the high category. Based on this data, the researchers then sought to improve the shortcomings and weaknesses by planning further actions for the fun library program by adding QR and AR codes to each reading corner, providing a mini theatre, adding a showroom for student work and free photocopying. The results of this cycle 2 action are very significant, the action was able to increase the number of visitors from July to December 2021, the percentage increased to 74.2% in the high category. Thus this cycle 2 action can increase the utilization of the school library according to the specified success indicators. This success is also supported by the efforts of librarians and teachers to innovate to make the library fun. In addition, teachers use the library as a place for learning and teaching activities to improve academic achievement while forming the character of a reading culture.

The results of this study are in accordance with research conducted by Harun (2019)[17] and Wahdaniah (2016)[18] on the relationship between library facilities and library utilization. The results of their research concluded that with attractively designed room facilities, adequate lighting

and comfort were able to increase student interest in utilizing the school library. The difference between this research and relevant previous research as cited is that this study uses the type of school action research while research from previous research is mostly quantitative and qualitative research and research subjects of high school and junior high school student.

This research uses 2 cycles which are divided into several stages of action so that any problems that arise will be known and can immediately be given a solution. In contrast to the research conducted by Harun [17] who used a questionnaire as a data collection tool so that the answers from respondents were very subjective if used as a single data for data analysis, therefore it would also affect the results of the research conducted. This study also proves that giving rewards to the most active students increases the utilization of the School Library. This is in line with Pavlov's theory of Classical Conditioning, which assumes that an organism's behavior can be shaped by regulating and manipulating the environment. Here the fun library program functions as a stimulus in order to provide motivation or student interest in utilizing the school library.

4. CONCLUSION

From the results of research and discussion, it can be concluded by the author that the fun library program can increase the utilization of the library at SMAN 1 Sedayu. The implementation of School Action Research conducted at SMAN 1 Sedayu with the effort of implementing the fun library program was carried out in 2 cycles. Cycle 1 of the fun library program by increasing the book collection, designing a comfortable and colorful library room, and providing reading corners and internet facilities. Cycle 2 by adding a mini theatre, a showroom for student handicrafts and free photocopying. The results of cycle 2 showed an increase in school library utilization in accordance with the success indicators in the high category.

This study has concluded that efforts to increase the utilization of school libraries can be successful if supported by the provision of stimulus in the form of fun library programs will have an impact on increasing the utilization of school libraries. This supports the behavior theory put forward by Pavlov, famous for the Classical Conditioning theory. Then the theoretical implications that can be developed are that in order to increase the utilization of school libraries by students, it is necessary to have aspects that support the creation of a fun library that can increase the number of school library utilization.

The results of this study imply that the principal is expected to integrate library utilization into the curriculum so that teachers can hold library utilization activities in finding references as one of the student learning resources when carrying out the learning process. Principals should also make school policies related to school library utilization to familiarise students with school library utilization activities. School principals should also monitor the organization of the library and guide school librarians, so that if a problem is found, a solution can be provided immediately.

REFERENCES

- [1] B. . Siregar, "Implementasi manajemen perpustakaan Berbasis teknologi untuk percepatan pelayanan," *Al-Kutab*, vol. 4, pp. 16–32, 2017.
- [2] A. . Nuryadika and H. Hariri, "School library management: A literature review," *Int. J. Curr. Sci. Res. Rev.*, vol. 4, 2021.
- [3] R. Houlihan, "The academic library as congenial space: more on the Saint Mary's experience," *New Libr. World*, vol. 106, 2005.
- [4] S. Naufal, "Penataan Perpustakaan dalam peningkatan minat baca peserta didik di MAS Daruzzahidin Aceh Besar," UIN Ar-Raniry Banda Aceh, 2022.
- [5] H. Liu and H. Chen, "Design of the interior space in the High School Library," 2015.
- [6] A. Eskha, "Peran Perpustakaan Sebagai Sumber Belajar," *J. Imam Bonjol Kaji*.

- Ilmu Inf. dan Perpust.*, vol. 2, no. 1, pp. 12–18, 2018, doi: <https://doi.org/10.15548/jib.v2i1.25>.
- [7] UNESCO and FLA, “The school library manifesto: the school library in teaching and learning for all,” USA, 2000.
- [8] K. . Lance and D. . Kachek, “Why school librarians matter: what years of research tell us,” *Phi Delta Kappan*, vol. 99, pp. 15–20, 2018.
- [9] Turnadi, “Memaknai peran perpustakaan dan pustakawan dalam menumbuhkembangkan budaya literasi,” *Media Pustak.*, vol. 25, no. 3, pp. 68–79, 2018.
- [10] S. Endarti, “Perpustakaan sebagai tempat rekreasi informasi,” *J. Perpust. dan Kearsipan*, vol. 2, no. 1, pp. 23 – 28, 2022.
- [11] K. . Gust and C. . Haka, “Bringing users back to the library: a case History,” *New Libr. World*, vol. 107, 2006.
- [12] R. N. Nissa, E. Nurchurifiani, and Febriyanti, “Improving Students’ Vocabulary Mastery Through the Keyword Technique At The Tenth Grade of SMAN 2 Tulang Bawang Tengah,” *J. Corner Educ. Linguist. Lit.*, vol. 1, no. 2, pp. 139–147, 2021, doi: 10.54012/jcell.v1i2.28.
- [13] D. Herlisya and P. Wiratno, “Having Good Speaking English through Tik Tok Application,” *J. Corner Educ. Linguist. Lit.*, vol. 1, no. 3, pp. 191–198, 2022, doi: 10.54012/jcell.v1i3.35.
- [14] E. Nurchurifiani, R. N. Nissa, and F. Febriyanti, “Improving Students’ Vocabulary Mastery Through the Keyword Technique At The Tenth Grade of SMAN 2 Tulang Bawang Tengah,” *J. Corner Educ. Linguist. Lit.*, vol. 1, no. 2, pp. 139–147, 2021, doi: 10.54012/jcell.v1i2.28.
- [15] I. K. Sagita, “Applying Conversation Method and Self-Confidence and Its Effect to Learning Achievement,” *J. Corner Educ. Linguist. Lit.*, vol. 1, no. 2, pp. 122–131, 2021, doi: 10.54012/jcell.v1i2.11.
- [16] Emzir, *Metodologi Penelitian Kualitatif: Analisis Data*. Jakarta: Rajawali Press, 2012.
- [17] R. J. Harun, “Hubungan Fasilitas Perpustakaan Dengan Minat Baca Siswa Kelas VII Di SMPN 3 XIII Koto Kampar Kabupaten Kampar,” Universitas Islam Riau, 2019.
- [18] N. Wahdaniah, “Strategi perpustakaan dalam meningkatkan minat kunjungan siswa di SMAN 13 Makassar,” UIN Alauddin Makassar, 2016.