



Optimization of Library Service Management in Increasing Students' Reading Interest: Case Study at MI Muhammadiyah Paremono

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ABSTRACT

School libraries play a crucial role in supporting the learning process and increasing students' reading interest, but in MI Muhammadiyah Paremono, library management is not optimal. This study aims to evaluate the effectiveness of library management training for teachers in improving knowledge, skills, and its impact on students' reading interest. Using a one group pre-test post-test research design, the subjects of the study consisted of 21 teachers who were given a Likert scale questionnaire before and after the training. The results of the analysis showed a significant increase in pre-test and post-test scores for knowledge (from 3.2 to 4.5), skills (from 3.1 to 4.4), and perceptions of students' reading interest (from 3.0 to 4.2), with $p < 0.01$. This training successfully improved teachers' competence in library management, which had positive implications for students' reading interest. This study underlines the importance of library management training for teachers to improve students' learning experiences and encourage a reading culture in schools. These findings provide significant contributions to the development of teaching methods and library management, as well as opening up opportunities for further research on the factors that influence students' reading interest.

Keywords: Library management, teacher training, student reading interest, basic education, literacy skills

INTRODUCTION

School libraries have an important role in supporting the learning process [1] [2] and increase students' interest in reading [3] [4], especially at the elementary education level. However, at MI Muhammadiyah Paremono, the library has not been utilized optimally. Many teachers find it difficult to manage the library, both in terms of information service administration and efforts to increase the attractiveness of the library in the eyes of students. The low library management skills among teachers contribute to the small number of students who utilize the library [5], which ultimately has a negative impact on students' reading interest [6]. This condition raises a major problem, namely how to optimize library service management to be more attractive and effective in increasing students' interest in reading.

Various efforts have been made by researchers and education practitioners to improve the quality of school libraries [7], especially regarding book collection management [8] and promotion of literacy in schools [9]. Several previous studies have highlighted the importance of the role of libraries as learning resource centers that can support the development of student literacy [10]. Research examining library management strategies shows that well-managed libraries can have a positive influence on increasing interest in reading [11]. For example, several studies have introduced the use of information technology for catalog management and book lending [12], as well as library-based literacy programs that involve students directly [13]. However, most of these studies focus on the technological and innovation aspects of the program, but not many have

highlighted the importance of intensive training for teachers in terms of library management integrated with the learning process in elementary schools.

One gap that has not been widely explored is the development of library management skills among teachers through comprehensive training. Although information technology has been implemented in several school libraries, intensive training for teachers as the main managers of the library is still minimal. In fact, this skill is important so that the library can become a more useful resource and be able to attract students' attention to visit more often and use the library as a learning tool. With training that focuses on improving library management skills, the potential of the library as a literacy center can be optimized, which ultimately contributes to increasing students' interest in reading.

Therefore, this study offers the concept of library management training for teachers as an effort to fill the gap in the literature regarding improving library management skills in elementary schools. This training is designed to improve teachers' understanding and skills in managing libraries, from managing collections to promoting libraries to students. With this training, it is hoped that school libraries can be optimized and become more attractive to students, so that their interest in reading can increase.

This study aims to evaluate the effectiveness of library management training in improving teachers' knowledge and skills and its impact on students' reading interest. Through pre-test and post-test, this study will measure changes in teachers' knowledge and skills in managing libraries, as well as their perceptions of increasing students' reading interest after training. The results of this study are expected to contribute to the development of teaching methods and library management in elementary schools, as well as encourage the implementation of similar training in other schools.

MATERIALS AND METHODS

This research method is designed to explain in detail the process of implementing training, data collection, and data analysis [14] which is used to evaluate the effectiveness of library management training in improving teacher skills and its impact on students' reading interest. This study uses a quantitative approach with a pre-test and post-test experimental design [15], aims to measure changes that occur before and after training.

The research design used is one group pre-test post-test design, where data is collected in two stages: before and after training. It aims to evaluate changes in terms of teacher knowledge, skills, and perceptions regarding library management and students' reading interests.

The subjects of the study were 21 teachers from MI Muhammadiyah Paremono, who have responsibilities in managing the school library. These teachers were chosen because of their roles that are directly related to the management of library information services, which are expected to have an impact on increasing students' reading interest.

Data collection was conducted through a Likert scale questionnaire in two stages, namely a pre-test before training and a post-test after training. This questionnaire was used to measure teachers' knowledge, skills, and perceptions related to library management in three main aspects: knowledge of library management, skills in library management, and perceptions of students' reading interests. Data were collected twice, namely before training to measure initial conditions and after training to assess the impact of the training.

The research instrument was developed based on a grid that includes three main aspects. In the knowledge aspect, this instrument evaluates teachers' understanding of the importance of library management, book cataloging techniques, book borrowing and returning management, library promotion, and the role of libraries in increasing students' interest in reading. The skills aspect includes teachers' abilities in inventory and collection management, library environment

management, library program design, and the use of information technology to support library management. Meanwhile, the perception aspect measures the frequency of students' visits to the library, students' interest in reading, the number of books borrowed, and the role of the library in supporting student literacy.

The instrument used was a Likert scale questionnaire with 15 statements. Each statement was rated using a five-point scale, from "Strongly Disagree" to "Strongly Agree." The validity of the instrument was tested through a review of educational experts, and reliability was tested using the Cronbach's Alpha test to ensure the internal consistency of the instrument, with an expected alpha value of ≥ 0.7 , indicating good reliability.

The research procedure consisted of several stages. The first stage was a pre-test, where a questionnaire was given to teachers before the training to measure their initial knowledge, skills, and perceptions. The second stage was a two-day library management training, which covered materials such as library services, cataloging techniques, loan management, use of information technology, and library promotion strategies. After the training was completed, the third stage was a post-test, where the same questionnaire was given again to measure changes after the training.

The data analysis technique used a paired t-test to compare the average pre-test and post-test results for each indicator measured, namely teacher knowledge of library management, teacher skills in managing libraries, and teacher perceptions of student reading interests. In addition, descriptive analysis was used to describe the increase in teacher knowledge and skills, as well as changes in their perceptions of student reading interests.

To ensure the reliability of the instrument, validity testing was carried out with content validity through expert review, while reliability testing used Cronbach's Alpha to measure the internal consistency of the instrument, with an alpha value ≥ 0.7 indicating good reliability.

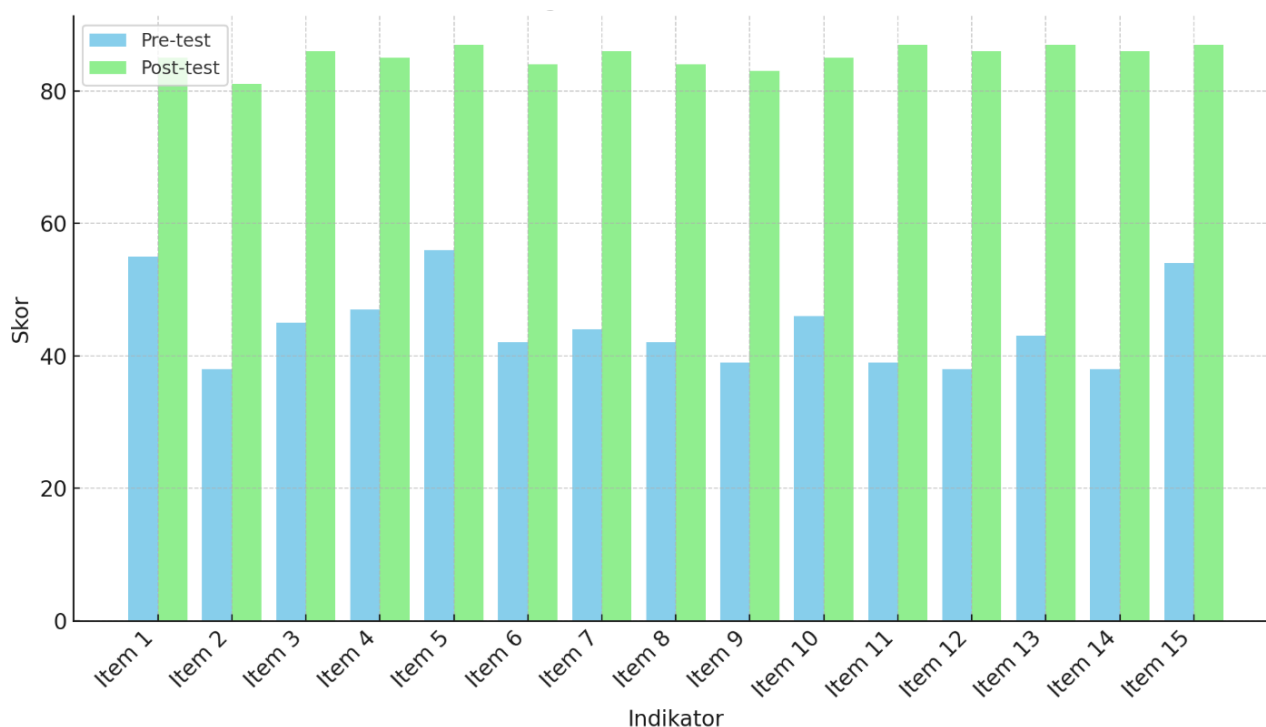
RESULTS AND DISCUSSION

The results of the data analysis showed that library management training had a significant positive impact on improving teachers' knowledge, skills, and perceptions. The average pre-test score on the aspect of teachers' knowledge of library management was 3.2, increasing to 4.5 after the training, with a significance level of $p < 0.01$. Likewise, teachers' skills showed an increase from an average pre-test score of 3.1 to 4.4 in the post-test ($p < 0.01$). In addition, teachers' perceptions of students' reading interests also increased significantly, from a score of 3.0 before the training to 4.2 after the training ($p < 0.01$). The significant increase in these three aspects indicates that the training was effective in improving teachers' competence and improving their perceptions of students' reading interests after the training was conducted. Table 1 below presents the results of the paired t-test analysis to compare pre-test and post-test data.

Table 1. Results of paired t-test analysis between pre-test and post-test data.

Parameter	Mark
t-statistic	-12.78
p-value	1.19e-08
Significance Criteria	$p < 0.05$

Table 1 shows a t-statistic value of -12.78 and a very small p-value (1.19e-08), indicating that there is a significant difference between the pre-test and post-test results. This indicates an improvement after training. In addition, Graph 1 illustrates the comparison between the pre-test and post-test, which visualizes the improvement that occurred.



Graph 1. Pre-Test and Post-Test Results

Graph 1 shows a significant increase in post-test scores compared to pre-test in each indicator. After participating in the training, teachers experienced drastic improvements in library management, library management skills, and their perceptions of students' reading interests, which is clearly seen from the difference in bar height between pre-test and post-test scores. Statistical analysis also confirmed that this increase was significant, as evidenced by the t-test results which showed a very low p-value ($p < 0.05$).

The results of this study support the hypothesis that library management training improves teachers' knowledge and skills, while also having a positive impact on their perceptions of students' reading interests. This improvement suggests that teacher capacity building in library management can have a direct impact on the quality of students' learning experiences.

This finding is consistent with Megawati's research [16], which also found that training can improve teachers' skills in managing libraries, which has an impact on students' reading interest. However, the results of this study differ from Erny's study [17], who did not find significant improvements in teacher skills after training. This difference is likely due to different contexts, methodologies, and levels of institutional support in implementing the training.

The results of this study strengthen the theory of information literacy [18], which states that library management skills are an important basis in developing students' reading literacy. Improving teacher skills plays a significant role in creating a learning environment that supports reading interests, in accordance with the theory of student motivation [19]. With better competence, teachers are able to create a more conducive learning atmosphere for increasing students' interest in reading.

Although there was a significant improvement in general, not all teachers felt the same impact. Some teachers reported that despite their improved skills, challenges in creating a reading culture in schools remained. This is likely influenced by external factors such as parental involvement and limited student access to reading materials outside of school.

These findings open up space for further research on factors that influence the relationship between teachers' library management skills and students' reading interest. Future research can

explore the role of community support and parental involvement in improving students' reading interest. In addition, longitudinal studies are needed to assess the long-term impact of this training on the quality of education.

This study makes an important contribution to understanding the impact of library management training, particularly in primary education. It emphasizes that teachers' professional development not only enhances their technical skills but also strengthens their role in driving positive changes in students' reading interests.

Overall, library management training has been shown to have a significant impact on improving teachers' skills and their perceptions of students' reading interests. Discussions linking the results of this study to previous theories and studies provide a broader view of the importance of developing teacher capacity in improving student literacy in schools.

CONCLUSION

This study shows that library management training for teachers at MI Muhammadiyah Paremono has a significant impact on improving teachers' knowledge and skills in managing school libraries. The training also influences teachers' perceptions of students' reading interests. The main results of this study confirm that effective library management training can create positive changes in library management, which ultimately contributes to improving literacy culture among students. This training successfully addressed the main problem, namely the low skills of teachers in managing libraries, which resulted in low interest in reading for students. The results of this study support the theory that good library management can increase interest in reading through the provision of structured and relevant reading materials. In addition, this study highlights the importance of support from parents and the community in strengthening students' literacy culture in schools. The implication of this study for the world of education is that library management training should be part of teacher professional development programs, especially in schools with limited literacy facilities. This step is expected to contribute to improving the quality of students' literacy education. For future research, it is recommended to conduct a more comprehensive study involving the role of parents and communities in supporting student literacy. Long-term studies are also needed to evaluate the sustainable impact of this training on improving student literacy and library management.

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