

CREATIVE LIBRARY AS A CATALYST FOR STUDENTS' READING INTEREST IN KUNINGAN WEST JAVA

Intan Darmayanti

Universitas Negeri Surabaya, Indonesia

E-mail: 24010845108@mhs.unesa.ac.id*

Erny Roesminingsih

Universitas Negeri Surabaya, Indonesia

Sri Setyowati

Universitas Negeri Surabaya, Indonesia

Amrozi Khamidi

Universitas Negeri Surabaya, Indonesia

Mohammad Syahidul Haq

Universitas Negeri Surabaya, Indonesia

Kaniati Amalia

Universitas Negeri Surabaya, Indonesia

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Abstract

This study aims to analyze the role of creative libraries as catalysts for students' reading interest by highlighting innovations in space design, literacy activities, and appreciation systems in two public schools in Kuningan, West Java. This study uses a qualitative descriptive approach with a multi-site case study design, involving key informants, namely librarians, teachers, and students. This study was conducted over six months of field data collection through observation, in-depth interviews, and documentation. Different from previous school literacy studies that focused solely on reading activities, this study introduces the "Creative Library as an Interactive Ecosystem" model, which positions the reading space as a dynamic system that drives intrinsic motivation. The findings indicate four main innovations: (1) spatial arrangement based on comfort and visual aesthetics, (2) routine and collaborative literacy activities, (3) creative literacy communities such as book clubs and theater, and (4) an inclusive appreciation system that fosters a sense of achievement. Theoretically, this research updates the understanding of reading behavior by referring to the Integrative Framework of Motivation in Education (Urhahne & Wijnia, 2023) and the Holistic Design of Learning Environments (Barrett et al., 2019), which emphasize the importance of autonomy, competence, and social connectedness in learning ecosystems. Practically, the resulting catalyst model provides a new direction for school literacy policy in Indonesia, developing libraries as participatory, aesthetic, and socially meaningful spaces.

Keywords: creative library, reading interest, literacy motivation, learning ecosystem, educational innovation

INTRODUCTION

Reading is a fundamental skill in education because it broadens students' horizons and deepens their knowledge. Reading interest needs to be fostered from an early age through moral support, facilities, and a conducive home, social, and school environment (Mardiah, 2023). Various literacy programs, competitions, the provision of reading materials tailored to students' interests, and the integration of technology such as video content creation have been proven to encourage students to read (Rohmah et al., 2023). However, students' attention is currently diverted to gadgets and social media. Consequently, Indonesia's reading interest remains low, as evidenced by its position of 60th out of 61 countries in the CCSU survey and its PISA 2022 reading score of 359, a decrease from 2018. This situation emphasizes the crucial role of libraries as learning centers, as mandated by Law No. 43 of 2007. Unfortunately, library utilization remains low, with only around 10–20% of visitors borrowing books (Hermawan et al., 2020).

The phenomenon of low reading interest can be explained through the theory of reading behavior, which asserts that reading habits are influenced by the interaction of personal factors (motivation, perception, and individual interest), social factors (teacher and peer support), and environmental factors (physical conditions and atmosphere of the reading room) (Yahya et al., 2021). When the literacy environment is unattractive or monotonous, the motivation to read decreases due to the lack of stimuli that arouse curiosity. Therefore, developing a creative literacy environment acts as an intervention that can change reading behavior by modifying the learning experience.

In this context, the concept of the creative library emerged as a new paradigm in school literacy service management. Conceptually, a creative library differs from a student-friendly library that emphasizes comfortable interactions, or an innovative library that focuses on the use of technology. Creative libraries place librarian creativity and service design as the core drivers, namely the ability to generate new and adaptive ideas relevant to user needs (Irfran & Astuti, 2019). Creativity here encompasses Rhodes' four principles of creativity: creative process (the process of generating new ideas), creative person (inventive librarians and students), and creative product (services and reading spaces that stimulate interest) (B. A. Putri, 2022).

Furthermore, learning motivation theory (Ryan & Deci, 2000) explains that reading behavior will increase when students experience autonomy, competence, and relatedness. These three aspects can be facilitated through creative library space and program design: flexible layouts foster a sense of autonomy, collaborative literacy activities foster a sense of competence, and reading communities such as book clubs strengthen social connectedness. Thus, library creativity acts as a motivational catalyst, transforming the reading experience from a mere obligation into a meaningful and enjoyable activity.

Various previous studies have highlighted the management of school library services (Hermawan et al., 2020; Puspitadewi & Irawan, 2023) or the effectiveness of school literacy programs (Nurbaeti et al., 2024). However, no study has specifically explained how library creativity acts as a catalyst for changes in student reading behavior. This research gap shows the need for a conceptual approach that combines theories of reading behavior, librarian creativity, and learning motivation to understand the transformation of library functions in the digital era.

Therefore, this study seeks to address this gap by examining how creative libraries at SMPN 1 Kuningan and SMAN 1 Kuningan function as catalysts for increasing student reading interest. Specifically, this study aims to: (1) describe good practices in creative library management at both schools; (2) analyze the mechanisms of creative spaces and programs in stimulating student reading motivation and behavior; and (3) compare the driving and inhibiting factors at each research site.

By linking reading behavior theory, librarian creativity models, and learning motivation theory, this study contributes scientifically to strengthening the theoretical basis of the creative library concept while also offering an empirical model of how spatial innovation and literacy programs can accelerate the formation of a reading culture in schools.

Creative Libraries

Libraries are a crucial pillar of education because they provide access to various information sources, both print and digital, while also serving as spaces for learning, collaboration, and technological exploration (Puspitadewi & Irawan, 2023). However, these benefits are only optimal if the library is able to implement creative strategies that attract students' reading interest. This strategy is not simply about increasing the collection; it must also consider the quality of service, the comfort of the facilities, and user-friendly spatial arrangements. The lack of these aspects has been proven to contribute to low student reading interest (Roesminingsih, 2020).

Creativity in school library management begins with librarians who are able to understand the needs of users and introduce relevant innovations. Creativity does not always mean creating something new, but can also involve adapting good practices from other libraries to suit the characteristics of students. A crucial step in realizing this is mapping the library's conditions, identifying active and passive users, and understanding their needs. Through this process, the library is repositioned beyond simply a place to borrow books, into a space for learning, a community for networking, and a hub for knowledge sharing with its own identity or branding.

The implementation of a creative library can be achieved through functional spatial planning, for example, by providing independent study and discussion areas to facilitate the various needs of users. Furthermore, developing literacy programs such as reading clubs, reading challenges, and cross-class collaborative activities can increase student participation (Irfran & Astuti, 2019). Examples of the implementation of this strategy can be seen at SDN Wanajaya 03 Bekasi with a 15-minute reading program before lessons (Septiani & Wardhana, 2022) and at SD Dharma Karya Tangerang Selatan through mandatory class visits to the library, wall magazine activities, and a reward system for active students (Lestari & Septianingrum, 2019).

Reading Interest

Reading is a basic skill that must be mastered from elementary school, along with writing and arithmetic. Literacy, including the ability to comprehend reading, is an essential skill in today's era (Haris et al., 2022). The principles of reading include: building it gradually, through teacher-student interaction, supporting a conducive classroom atmosphere, and practicing reading strategies, both intensive (deeply studying one text) and extensive (reading a variety of texts) (Khaerunnisa et al., 2018). Various reading techniques can be used, such as guessing word

meanings, scanning (speed reading), reading for in-depth comprehension, finding main topics, recognizing word classes, and skimming for speed reading in a limited time (Pakaja, 2015).

Reading interest is influenced by internal factors, such as innate ability, gender, age, and physical and mental conditions, and external factors, such as social influences, the school environment, the availability of reading spaces, reading facilities, and technology (Yahya et al., 2021). Efforts to increase reading interest can be achieved by: (1) utilizing library collections in learning, (2) introducing inspirational figures, (3) holding book exhibitions that attract students' attention, and (4) collaborating with parents to foster a reading culture at home (Wahdaniah, 2016).

The Relationship of Creative Libraries as a Catalyst for Student Reading Interest

Creative library strategies serve as a foundation for managing services and programs that encourage student literacy. Their implementation is not limited to concepts but is manifested in concrete programs such as spatial planning, regular literacy activities, the formation of book clubs, and awards for active readers. These programs are important instruments for stimulating students to become habitual readers and consistently visit the library.

First, a comfortable, bright, and well-organized spatial arrangement creates a conducive atmosphere, thus changing students' perception that the library is not just a place to store books, but rather a pleasant learning space (Satianegara et al., 2025). Second, regular literacy activities foster reading habits by creating consistent interactions between students and the reading collection (V. A. Putri & Rahmah, 2025). Third, book clubs serve as social platforms that enable students to discuss, share reading material, and participate in literacy activities, thus fostering reading motivation through community (Wisfa & Ritonga, 2024). Fourth, active reader appreciation serves as extrinsic motivation, fostering positive competition among students to increase their reading (Ziliwu et al., 2024).

Mechanistically, the aforementioned creative elements enrich the literacy experience; more frequent interaction with the collection then triggers behavioral changes, allowing creative libraries to accelerate (catalyze) increased reading interest through social support, recognition, and ease of access. This effect is optimal when supported by teachers, enthusiastic students, and parents, but can be weakened if the collection is less relevant, facilities/budget are limited, or initial interest is low (Nurbaeti et al., 2024).

RESEARCH METHOD

This research employed a descriptive qualitative approach with a multi-site case study design, allowing researchers to understand the phenomenon in depth and contextually. This design was chosen to compare two schools with different characteristics, SMPN 1 Kuningan and SMAN 1 Kuningan, to examine similarities in patterns and variations in library management strategies. SMPN 1 Kuningan has limited space and is managed by one librarian, while SMAN 1 Kuningan has more comprehensive facilities with three librarians and digital technology support. These differences provide an opportunity to examine how creative library management can catalyze increased student reading interest in different contexts.

The research was conducted at the two schools in Kuningan Regency, West Java, with initial observations in January 2025 and the main research in September 2025. Informants were selected purposively and consisted of the principal, librarian, and active library students until

data saturation reached. Data were collected through direct observation of literacy activities and spatial planning, in-depth interviews lasting 30–60 minutes, review of literacy program documents, and field documentation in the form of photographs and observation notes. The researcher served as the primary instrument, assisted by interview guidelines, recording devices, and observation sheets.

Data analysis was conducted using the thematic analysis approach adopted by Braun & Clarke (2006) using NVivo 12 Plus to assist with coding, grouping themes, and developing cross-site narratives. The analysis stages included coding, theme formation, review, defining themes, and preparing a report. The cross-site analysis was conducted to identify similarities and differences in literacy strategies across the two schools. Data validity was maintained through the four criteria of Lincoln & Guba (1985): credibility, transferability, dependability, and confirmability. Validation steps included member checking, peer debriefing, and triangulation of sources and methods to ensure accurate and accountable research results.

RESULT AND DISCUSSION

Field findings are compiled according to the four pillars of the creative library strategy implemented at the research site: layout, routine literacy activities, book clubs, and appreciation, to explore the library's "catalytic" role in fostering reading habits.

Library Space Layout: Physical Comfort as a Spark for Reading Interest

Observations and interviews indicate that layout is a key element in determining reading comfort in the library. At SMPN 1 Kuningan, the space is divided by two entrances and exits, the shelves are neatly arranged in bright colors, and there is a favorite reading corner with a sofa and small table, as shown in Figure 1. Librarian Mr. Satun explained:

"The layout is very influential, Miss. If the layout is neat, there's enough light, and it's easy to find books, students feel at home... It increases their reading motivation."

The bookshelves are neatly arranged, divided by book type, and the curved shelves are designed in attractive colors of yellow, white, and black. One student, Cheza, reading in the library, said:

"The book collection is extensive. I like science books. The shelves are close to the reading corner, so I often read on this sofa. I also borrow them sometimes, since I have more time at home."



Figure 1. Reading corner of SMPN 1 Kuningan library

The flow of students in and out is one-way where the entrance is near the librarian's desk and the administration desk so that new students can immediately fill in the arrival journal manually in the ledger as seen in figure 2. Students are free to choose reading materials if there are questions about the type or location of the book can be directly asked to the librarian. Students who have chosen a book are also free to choose a comfortable reading place for them as long as the reading location is still under the supervision of the librarian. The reading corner is still a favorite among students.



Figure 2. Students fill out the library arrival journal as directed by the librarian.

The SMPN 1 Kuningan library is predominantly glass, providing excellent natural lighting and ideal for reading. However, the back corner near the entrance and the librarian's desk is somewhat dark and is illuminated by lamps. In addition to lamps, supporting facilities in the library include a smart TV, a computer, learning aids such as globes, maps, and collections of student work.

Overall, informants felt the combination of good lighting, a clear flow of space, comfortable seating, and neat shelving created a welcoming, accessible library experience that encouraged students to read more frequently and for longer periods. One informant, Alya, stated,

"The book collection is extensive. The reading facilities are comfortable. You can sit inside or outside to read with friends. It's comfortable now, too, without the need for air conditioning."

Meanwhile, at SMAN 1 Kuningan, the library is much more spacious, with reading areas scattered throughout, natural light from windows, and equipped with a smartboard and computers. The bookshelves are divided into three categories: literacy shelves, reference shelves, and textbook shelves. The bookshelves are typically open, while others are cabinet-style. Although it may seem conventional, the books are neatly arranged, making them pleasing to the eye. One of the librarians, Mrs. Fitri, stated:

"Previously, we often changed the position of the bookshelves until we found the most comfortable position now. We try to keep the books in good condition; if any are damaged, we repair them. The books displayed on the shelves have been screened by Mr. Ganjar and I."

The reading area is spread across three areas of the room, with a total of four tables and one long table, each with a chair. During data collection, the author observed that almost all the tables were occupied by high school students with their friends, as shown in Figure 3. Some were also engaged in discussions with teachers. This indicates a high level of interest in visiting and reading in the library.



Figure 3. Students of SMAN 1 Kuningan reading in the library

The library at SMAN 1 Kuningan is quite spacious compared to SMPN 1 Kuningan. Although there's only one entrance, it doesn't create crowds, and the atmosphere remains conducive. The visitor register is also computerized, speeding up the recapitulation process. In addition to its spaciousness, the library is well-lit, with natural light from the windows and four lamps, preventing a dark atmosphere.

The library is equipped with supporting facilities such as a smartboard, computers, and a KOLECER (Smart Literacy Box) from the West Java Library Service. The KOLECER box contains a variety of books, including prayer guides, computer science books, design tips, and more. Books in the KOLECER can only be read on-site and cannot be taken to class or home. A student named Repa stated:

"I've been to the library several times for lessons. I was there once, and it was so comfortable. I started to like reading. The books I often read were about history."

The two sites show differences in physical resources: SMPN 1 utilizes visual creativity to create a warm space, while SMAN 1 maximizes modern facilities. However, both prioritize lighting and comfort as the core of their design. This aligns with the findings of the Holistic Evidence and Design (HEAD) study (Barrett et al., 2015), which confirmed that the quality of the physical environment, including natural lighting, spatial layout, and interior aesthetics, significantly influences student motivation and learning performance. Lighting, spatial accessibility, and aesthetics have been shown to be initial catalysts for growing reading interest.

Joint Literacy Activities: Consistency Builds Habits

SMPN 1 Kuningan implements joint literacy activities every two weeks, as shown in Figure 4. Teachers play an active role in guiding and assisting students in reading activities. One student at SMPN 1 Kuningan stated,

"We read together in the field every Monday and every two weeks. The school determines the book's theme. If we don't have a book, we can borrow it from the library. Then, at the end of the activity, a class representative reviews the reading material in front of our classmates."



Figure 4. Routine literacy activities at SMPN 1 Kuningan

Meanwhile, at SMAN 1 Kuningan, literacy activities have not been standardized. Reading activities are facilitated by teachers based on class needs, particularly for utilizing the smartboard or searching for assignment references. Librarian Mr. Ganjar said:

"There's no regular schedule, because there's always competition. They're interested in using the smartboard for teaching and learning."

On Friday, October 3, 2025, when the author was collecting data, the school held a group Quran reading session in the field led by the teachers (see Figure 5). This religious literacy practice also strengthens the reading culture at the school. This group reading activity fosters regular reading habits, perseverance, vocal fluency, and listening skills competencies that align with the goals of the book club. To broaden its impact, the group reading session could be integrated into the reading ecosystem.



Figure 5. Quran literacy activities at SMAN 1 Kuningan

A comparison between SMPN 1 and SMAN 1 Kuningan shows that the existence of a creative library is a crucial catalyst in fostering students' interest in reading. At SMPN 1 Kuningan, the library plays an active role through structured, collaborative, and teacher-led routine literacy activities. Shared reading activities, book reviews, and support for collection loans make literacy not merely an obligation but a vibrant learning culture. Meanwhile, at SMAN 1 Kuningan, although technological facilities such as smartboards are utilized in learning, a consistently planned literacy system is not yet in place. This suggests that innovative reading spaces and sustainable management of literacy activities have a stronger influence on stimulating student engagement and motivation to read than simply providing modern resources.

Book Club: A Community of Literacy and Affective Engagement

A book club is a student activity space where students express their interest in reading while honing their literacy skills. Within it, students gather regularly to read together, discuss the content and messages of books, write short reviews, and share reading recommendations based on their interests. Through these activities, students learn to understand texts more deeply, practice critical thinking and empathy for characters or issues, and improve their oral and written communication skills. One member of the Aluna book club explained:

"I'm a member and participate in the book club. We often help out in the library, especially during the recent textbook distribution, where we helped Mr. Satun. We also regularly gather to read together, including challenges to summarize the books we've read. We also oversee and manage literacy activities with the rest of the school, usually every Monday, every two weeks."

The book club utilizes social media, as shown in Figure 6, to share reading reviews and document their various literacy activities. The goal is for students outside the club to enjoy these reviews and get ideas about genres or titles they might find interesting to read. The content is presented in an engaging way, using videos or posters, complemented by music that harmonizes with the story's atmosphere, so the book's message comes across more vividly.



Figure 6. SMPN 1 Kuningan Book Club Social Media

SMAN 1 Kuningan doesn't yet have a book club, but the school facilitates literacy through a literature extracurricular activity. In this forum, students not only read but also bring their

reading to life through drama performances. Members of the theater club are involved in everything from selecting works, analyzing characters and plots, writing adaptations, practicing acting, to stage design and documentation. As a result, students develop critical thinking, expressiveness, collaboration, and confidence in performing in public. Nur, a member of the literature club, explained:

"We usually perform plays for school events like MPLS (School Student League). We find inspiration for our dramas through books and collaborate with current trends. We have lots of discussions and practice during performances. We don't just read but also need to immerse ourselves in and immerse ourselves in the roles based on the text. A common drama theme is romance, as high school students typically enjoy that, but they can't always adapt to it."

The presence of a book club at SMPN 1 Kuningan and a theater extracurricular activity at SMAN 1 Kuningan demonstrates that creative libraries play a vital role in fostering students' interest in reading and literacy. At SMPN 1 Kuningan, book clubs provide an expressive space for students to read together, write reviews, and share reading recommendations through social media. These activities provide a space for autonomy and collaboration that strengthens the personal meaning of reading. Meanwhile, at SMAN 1 Kuningan, literacy interests are facilitated through theater, which brings literary works to life in performances, honing critical thinking, empathy, and self-expression skills.

According to Expectancy-Value Theory (Urhahne & Wijnia, 2023), a person's motivation to engage in an activity is influenced by expectations of success and the perceived value of the activity. In this context, both book clubs and theater provide meaningful learning experiences in which students believe they are capable of active participation and also value the activity as highly valuable for their personal and social development. Therefore, creative libraries that integrate interest-based literacy activities and social expression have been shown to increase intrinsic motivation, strengthen literacy identity, and foster a sustainable reading culture in schools.

Student Appreciation: Recognition as a Motivational Booster

Appreciation is a key strategy for making students feel recognized and valued, while also affirming that reading deserves respect. The prize doesn't always have to be a trophy; what's more important is the process: perseverance, ability to summarize, depth of analysis, and the courage to try new genres. With measurable and inclusive recognition, "top readers" are given. This results in growing intrinsic motivation because they feel their personal progress is being recognized, not just a number or ranking. SMPN 1 Kuningan recognizes students who frequently read books or visit the library. Data is summarized from the arrival and borrowing journals. A librarian at SMPN 1 Kuningan stated:

"I'm happy when enthusiastic students come to the library to read and receive rewards. I usually summarize every 5-6 months based on visits, then award rewards when report cards are given."

The appreciation process at SMPN 1 Kuningan doesn't stop with awards. The school also preserves students' work by publishing it in books and storing it as a library archive. For example, an anthology of student poetry collections, shown in Figure 7, a collection of family descriptions, or a collection of descriptive texts.

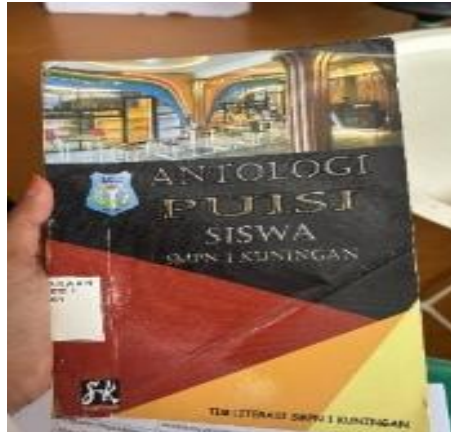


Figure 7. Bookkeeping of the work of students at SMPN 1 Kuningan

This practice ensures that works not only appear briefly in class but also live longer. They can be borrowed, read across grades, used as learning references, and even spark ideas for future literacy projects. For students, seeing their names listed as authors in school textbooks increases pride, ownership, and motivation to write better. For the school, this archive serves as a track record of learning quality that can be assessed year-over-year.

SMAN 1 Kuningan, in line with the practice at SMPN 1 Kuningan, provides structured appreciation for students who consistently read. Data on reading habits is compiled from library loan journals and attendance records. Appreciation is given periodically every semester. With a transparent, inclusive system that maintains the privacy of loan data, the school emphasizes that reading is a positive habit worthy of celebration, not a competition, while encouraging other students to cultivate a sustainable interest in reading.

According to Urhahne & Wijnia (2023) in *Theories of Motivation in Education: an Integrative Framework*, learning motivation grows when students feel competent, autonomous, and receive meaningful social recognition from their learning environment. In this context, the appreciation strategy in both schools serves as a catalyst for the formation of a culture of literacy, as it provides a space for students to experience both personal progress and social connectedness through reading activities.

Cross-Site Comparative Analysis

The following is a comparative analysis of the two research sites, shown in Table 2.

Table 2. Comparative Analysis of the Two Research Sites

Research Focus	SMPN 1 Kuningan	SMAN 1 Kuningan	Impact on Reading Interest
Spatial Planning	Limited but aesthetic space, plenty of natural light, comfortable reading corner	Spacious, digitalized classrooms with smartboards and a KOLECER (learning platform)	A comfortable environment increases reading duration.
Literacy Program	Structured (bi-weekly literacy sessions)	Unstandardized, dependent on teacher and school initiative	Structured activities are routine habits; however, flexible activities foster contextual interest.
Book Club	Active and creative book club	Literature extracurricular activities	Both foster social and affective engagement.

Appreciation	Periodic rewards and publication of work	Digital awards and transparent recaps	Social recognition strengthens motivation.
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Both schools demonstrated a consistent causal relationship: Space and program creativity → comfort → participation → motivation → sustainable literacy behavior. However, the catalytic mechanisms differed: SMPN 1 through routines and community closeness, while SMAN 1 through facilities and collaborative support.

Conceptual Model: Creative Library as a Catalyst for Reading Interest

Based on cross-site findings, the following conceptual model was obtained:

- a. Catalytic Components
 1. Creative layout → fosters a sense of comfort and ownership of the space.
 2. Literacy activities → builds literacy habits.
 3. Book clubs and literacy activities → strengthens social interaction and affective engagement.
 4. Literacy appreciation → strengthens intrinsic motivation and a sense of achievement.
- b. Catalytic Mechanism

Librarian creativity and school support create a literacy environment that stimulates positive experiences. These experiences strengthen students' motivation and reading identity, ultimately resulting in changes in reading behavior. External factors such as digital culture and school policies accelerate this catalytic effect.
- c. Narrative Model

Creative libraries work like catalysts; they don't directly "transform" students into active readers, but rather create conditions and experiences that accelerate the process. When spaces, programs, and rewards work synergistically, a ripple effect occurs: students come, interact, feel valued, and then read more and more deeply.

Theoretical Discussion and Implications

These cross-site findings emphasize the relevance of creative library design and programs to modern theories of reading behavior. Reading behavior is not simply a result of the availability of facilities, but rather the result of a dynamic interaction between space, policies, activities, and social motivation.

According to (Urhahne & Wijnia, 2023) in *Theories of Motivation in Education: an Integrative Framework*, motivation to learn and read grows optimally when students experience three main psychological states: competence, autonomy, and social connectedness. These three form the basis of intrinsic motivation that drives students to read not out of obligation, but out of self-need and personal meaning. In other words, the success of creative library strategies can be measured by the extent to which students

- a. Having autonomy to choose reading materials and study spaces
- b. Feeling competent through feedback and appreciation of literacy, and
- c. Establishing social connections with the reading community.

Meanwhile, the Holistic Design of Learning Environments approach (Barrett et al., 2015) emphasizes that physical environmental qualities such as lighting, color, spatial flexibility, and sensory comfort directly influence students' cognitive and emotional engagement. An aesthetic

and adaptive learning environment can stimulate curiosity and reinforce positive literacy experiences.

Thus, both SMPN 1 and SMAN 1 Kuningan have implemented these design and motivational principles differently but effectively. SMPN 1 emphasizes visual creativity and structured literacy routines, while SMAN 1 optimizes modern facilities and technology integration. The resulting catalyst model demonstrates that a creative library is not just a reading space, but an interactive ecosystem that combines comfort, literacy activities, social interaction, and rewards as a key force in accelerating the growth of a sustainable reading culture.

CONCLUSION

This research confirms that creative libraries act as catalysts in developing students' reading interest through four main strategies: comfortable spatial planning, literacy activities, book club activities, and a literacy appreciation system. The interaction of these four strategies forms a catalytic mechanism, an interactive process that connects physical comfort, social engagement, and intrinsic motivation to changes in students' reading behavior.

Theoretically, these findings expand the study of school literacy by presenting a catalytic model of creative libraries, which positions librarians as agents of change in reading culture within the school ecosystem. This model contributes to the development of behavioral literacy theory by demonstrating that service and environmental creativity can be intervening variables that accelerate the transformation of reading culture.

The findings also indicate that the effectiveness of literacy strategies is influenced by contextual factors such as human resources, institutional support, and school policies. Therefore, creative libraries cannot stand alone but require systematic collaboration between librarians, teachers, and students to build a sustainable literacy ecosystem.

SUGGESTION

To deepen these findings, it is recommended that further research:

- 1) Use a quantitative or experimental approach to statistically measure the effects of creative library strategies on increasing students' reading interest and literacy engagement.
- 2) Develop a creative librarian performance evaluation model that can be used by schools and education offices to assess the impact of literacy innovations.
- 3) Explore the application of the catalytic model at other educational levels (Islamic elementary, junior high, vocational high, and Islamic schools) or in the context of digital literacy.

With this direction, research on creative libraries will not stop at the descriptive level but will develop into an empirical and theoretical basis for sustainable national literacy policies.

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