

UTILIZATION OF THE LIBRARY AS A LEARNING PLACE IN BUILDING A LITERACY CULTURE FOR STUDENTS OF STATE SENIOR HIGH SCHOOL 1 BANDAR SURABAYA, CENTRAL LAMPUNG REGENCY

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Abstract

This study aims to analyze the use of the library as a learning space in developing a culture of literacy among students at SMA Negeri 1 Bandar Surabaya. This study used a qualitative approach, with data collection techniques through observation, interviews, and documentation. The results indicate that the library has been utilized as a source of information, a place for independent and group study, and a space for student literacy activities. This utilization is supported by the library's comfortable physical condition and the role of teachers in guiding students to utilize the library in the learning process. However, the research findings also indicate that library utilization remains at a functional stage, namely as a provider of learning resources and activity space, and has not yet fully developed into a literacy space that encourages critical thinking and in-depth information processing. Furthermore, limited technological facilities and policies restricting device use create a paradox: the library serves as a primary source of book-based literacy, but is not yet optimal in supporting students' digital literacy. Theoretically, this study contributes to strengthening the understanding that library utilization as a learning space is a process that depends not only on the availability of facilities, but also on the integration of physical space, learning activities, social interactions, and structured pedagogical support. These findings point to the development of a gradual model for school library utilization, moving from its basic function as an information provider to a more integrative role as an active and contextual literacy learning space. Thus, this research has implications for strengthening school-based literacy ecosystems by optimizing the library's role as a center for learning and developing students' literacy culture.

Keywords: School library; learning space; literacy culture; library utilization

INTRODUCTION

The world of education is inextricably linked to the existence of libraries. Libraries are generally defined as information-providing facilities (Melik & Merry, 2023). According to Sulistiyo Basuki in Mustofa, a library is a room or building used to store books or other publications such as magazines, newspapers, journals, and so on. These are then stored and

arranged using specific methods to facilitate users in finding the library materials they need (Mustofa et al., 2021). In the context of schools, libraries are learning spaces for students (Yulianto, 2022). Libraries are even understood as one of the main learning spaces designed to support student learning activities (Hassinger-das et al., 2020). In other words, libraries function as information centers, offering a variety of knowledge sources to support learning activities (Mulyadi, 2023). A school library is a library established by a madrasah (Islamic school) and houses a collection of library materials whose information can help the community within the madrasah, including teachers, students, staff, and parents, access the information they need (Iqbal et al., 2022). Within this framework, the library is understood not only as a supporting facility but also as part of the learning process at school. Furthermore, libraries play a crucial role in creating an environment that supports reading habits and continuous learning by providing relevant reading materials for students (Uzomba, 2014).

Furthermore, the use of school libraries is linked to literacy and an extension of the classroom. This means that libraries are used not only for storing books and searching for reading resources but also as study spaces (Ningrum & Sa'diyah, 2023). Furthermore, libraries also serve as places for students to engage in meaningful dialogue (Ernst, 2023). In fact, libraries are viewed as spaces for literacy learning, enabling students to develop their reading, writing, and information comprehension skills (Jiang et al., 2023). For this function to function optimally, it is crucial to create a library as a place for learning. Therefore, it is necessary to provide a comfortable space for students (Sayekti et al., 2021). In addition to being comfortable, the library must also be a safe place and support student engagement in the learning process (Merga, 2020), as well as provide adequate spatial support for learning activities (Ateka et al., 2022). This is because, after all, the library is the only physical place that specifically supports literacy activities and interactions (Freeman, 2005). Thus, the library can be understood as a combination of book storage and study space that allows for academic interaction (Donovan, 2020). Therefore, the use of the library as a place of learning reflects the integration of physical space, learning activities, and social interactions in supporting students' literacy processes.

Furthermore, libraries enable educators and students to actively seek new information from various sources. Therefore, school libraries must be utilized effectively to function as educational resources and sources of inspiration for increasing knowledge. By utilizing this approach, libraries can act as important catalysts in fostering and enhancing a culture of literacy among students (Febriyanti et al., 2025). This utilization demonstrates that libraries do not merely function passively, but rather as pedagogical spaces that encourage active student involvement in the learning process. In fact, libraries need to be continuously developed and adapted to support learning activities (Chaddha & Kanjilal, 2022), as they no longer function solely as places for reading but also as spaces for study and discussion (Trembach et al., 2020). In this regard, libraries are one of the primary resources that can influence the formation of a culture of student literacy (Khotimah et al., 2024), as well as serving as centers for teaching and learning activities and literacy activities in schools (Rizaldi & Hamdani, 2023). Based on this description, a culture of literacy is best applied to all aspects of life, especially in schools. Literacy is intrinsically linked to education, as literacy proficiency serves as a critical metric in initiatives aimed at improving achievement among young people. Therefore, reading is the first step in realizing a culture of literacy. This is crucial for improving students' ability to acquire information and knowledge (Afghani et al., 2022). Therefore, utilizing the library as a learning space is a relevant strategy for fostering and strengthening a culture of literacy in students within the school environment. This confirms that the existence and optimal use of libraries not

only supports the learning process but also directly contributes to the formation of a culture of literacy in students (Hay & Todd, 2022). Therefore, teachers can collaborate with librarians to achieve this (Overall, 2022).

Based on observations conducted at SMA Negeri 1 Bandar Surabaya, the library covers an area of 150 m². The library includes a collection room, a reading area, a visitor registration area, and a computer lab adjacent to the library building. This library space is in accordance with the requirements of the national library. According to the Regulation of the National Library of the Republic of Indonesia Number 4 of 2024 concerning National Standards for School/Madrasah Libraries, the area of the SMA/SMK/MA/MAK library space is at least equal to the area of 1 (one) classroom; and the SMA/SMK/MA/MAK library at least provides space for a collection area, reading area, creativity area, work area, and multimedia area (National Library Regulation, 2024). However, the library of SMA Negeri 1 Bandar Surabaya has a number of collections that still do not meet the minimum standards set, which is only 360 titles, with a total number of students of 287. According to the Regulation of the National Library of the Republic of Indonesia Number 4 of 2024 concerning National Standards for School/Madrasah Libraries, it provides a library collection of at least 1,000 titles (National Library Regulation, 2024). The library of SMA Negeri 1 Bandar Surabaya was previously in a damaged condition due to the lack of library managers. Currently, the library is much cleaner and more well-maintained thanks to the appointment of a new library manager. Prior to 2025, the library at SMA Negeri 1 Bandar Surabaya was not utilized effectively; it served only as a storage area for books.

Based on the above description, the use of the school library as a learning space plays a crucial role in supporting the development of a culture of student literacy. The library serves not only as a repository for book collections but also as a learning resource center that students can use to obtain information, broaden their horizons, and improve their reading and writing skills. However, in reality, the library at SMA Negeri 1 Bandar Surabaya has not been utilized optimally in the previous period, and the collection remains limited and does not meet national library standards. Given this gap, further research is essential on the use of the library at SMA Negeri 1 Bandar Surabaya in developing a culture of student literacy.

Several studies relevant to this research exist, such as those conducted by (Kusumawardhani, 2023), which examined the role of libraries as a means of developing a culture of literacy. Furthermore, (Karima, 2021) also conducted research on library management as an alternative to strengthening a culture of literacy. While these two previous studies focused solely on the role of libraries in strengthening a culture of literacy, this study not only views libraries as places to store books but also as places to collaborate. In other words, the novelty of this research is examining the use of libraries as learning spaces and as learning environments other than the classroom in the context of building a culture of student literacy. The purpose of this study was to determine the use of libraries as learning spaces in building a culture of student literacy at SMA Negeri 1 Bandar Surabaya, Central Lampung Regency. It is hoped that this research will provide an understanding that libraries are not only places to store books, but also as learning spaces in shaping a culture of literacy. It also provides students with insight into the importance of utilizing libraries as comfortable learning spaces that support the development of reading and writing habits.

RESEARCH METHOD

The research method used is qualitative with a descriptive approach. The qualitative approach is expected to be able to describe in detail the use of the library as a learning place in building a culture of literacy at SMA Negeri 1 Bandar Surabaya (Ramadhan, 2021). The data collection techniques used were observation, interviews, and documentation. The observation used was non-participant observation, while the interview technique used was structured interviews. The choice of structured interviews was based on the researcher having prepared questions that were arranged to obtain informant data that was more organized, focused, and in accordance with the research objectives (Sujarweni, 2023). The documentation data collection technique was used to collect various documents or written recordings related to the research topic. In this study, the documents referred to were documentation in the form of research results with informants, interview notes, interview photos, and necessary documents available in the SMA Negeri 1 Bandar Surabaya library (Suacana, 2025). The data analysis techniques used were data reduction, data presentation, and drawing conclusions (Ulfah et al., 2022). Meanwhile, data validity used triangulation methods. The use of triangulation is so that the research is not biased or at least reduces bias (Hermawan & Amirullah, 2016).

RESULT AND DISCUSSION

In this study, the researcher presents the findings obtained through the data collection process in the field. Based on the results of observations and interviews regarding the condition of the library and student activities in utilizing the library as a place of learning in building a literacy culture of students at SMA Negeri 1 Bandar Surabaya, Central Lampung Regency, the data obtained were then analyzed to determine how the use of the library as a place of learning in building a literacy culture of students at SMA Negeri 1 Bandar Surabaya, Central Lampung Regency. The results of this study are then presented and discussed based on findings in the field related to the focus of the research.

No	Library Facilities	Information
1	Library building area	150m ²
2	Collection shelves	13 Shelves
3	Reading desks	4 Tables
4	Visitor registration area	2 Tables
5	Computers	20 Units

Table 1. Library Facilities of SMA Negeri 1 Bandar Surabaya

The library at SMA Negeri 1 Bandar Surabaya is known to have several facilities to support student learning activities. The library building, covering 150 square meters, serves as both a storage space and a reading area for students. Within the library, there are 13 shelves used to organize the library's various books. In addition, there are four reading tables for students to read or work on assignments. The library also provides two tables in the visitor registration area for students to fill out the visitor registration form before using the library facilities. Furthermore, there are 20 computers located in a separate computer lab, located directly next to the library. This means that the library facilities at SMA Negeri 1 Bandar Surabaya are quite good.

In terms of utilization, the SMA Negeri 1 Bandar Surabaya library is already utilized by students as a supplementary source of information beyond textbooks used in class. The head of the library stated that the library is crucial because it provides a variety of books that can help students expand their knowledge, both in the form of supplementary textbooks and other reading materials. The library manager also explained that many students come to the library to find additional materials not included in the textbooks. This is influenced by the school policy that prohibits students from bringing gadgets to school, making the library one of the primary sources for students to obtain information. In addition to using textbooks as primary references, some students also read other books, such as geography, fish farming, astronomy, novels, and comics, as supplementary reading material to broaden their knowledge.

These findings indicate that the library no longer functions merely as a supplement but has shifted to become the primary source of information for students. However, this situation also indicates that library use is not fully driven by intrinsic literacy awareness, but rather by restrictions on access to digital information sources. In other words, the intensity of library use in this context is potentially "situational," rather than purely "cultural."

In addition to serving as a source of information, the SMA Negeri 1 Bandar Surabaya library is also used as a place for both independent and group study. Based on observations by the head librarian, library use for individual and group study is relatively balanced. Some students prefer to study independently to complete assignments or read books due to the library's calm and conducive atmosphere. Meanwhile, others prefer to study in groups, engaging in discussions, taking notes, and summarizing information from books available in the library.

This demonstrates that libraries function as flexible learning spaces. This flexibility aligns with the view that libraries are learning spaces (Hassinger-das et al., 2020), even as a combination of information spaces and academic interaction spaces (Donovan, 2020). However, there is no visible structured management of learning activities within libraries, so their function as "pedagogical spaces" tends to develop naturally, rather than as a result of systematic learning design. This is important because, according to Jiang et al., libraries as literacy spaces should not only provide a place but also facilitate the process of developing literacy skills in a targeted manner. Therefore, although learning activities have occurred, the depth of the literacy processes that are formed still requires further study (Jiang et al., 2023).

The use of information technology in the library of SMA Negeri 1 Bandar Surabaya is still relatively limited due to inadequate facilities. The head of the library stated that facilities such as internet access and computers are essential to support technology-based literacy activities. Currently, some books in the library are equipped with barcodes that can be scanned using a mobile phone to obtain additional information. However, computers are not yet available directly in the library, as they are still located in the school's computer lab. These computers are typically used for learning activities such as computer science practicals, computer-based exams, and academic competitions. Nevertheless, several students admitted to using the computers to search for information when the required resources were not available in the library.

This situation demonstrates a mismatch between the demands of modern literacy and the availability of existing facilities. On the one hand, libraries are expected to be centers of literacy (Rizaldi & Hamdani, 2023), but on the other hand, they are not yet fully capable of accommodating digital literacy. Furthermore, a policy paradox exists: the ban on gadget use does encourage students to utilize the library as a learning resource (positive for conventional literacy), but simultaneously limits access to digital literacy, which is also a crucial part of 21st-

century competencies. Thus, this policy indirectly strengthens book-based literacy, but has the potential to hinder students' digital literacy development.

The SMA Negeri 1 Bandar Surabaya library is also used by students as a place to spend their free time positively, especially during breaks or free periods. Many students come to the library to read storybooks, discuss topics with friends, or seek information to complete assignments assigned by teachers. Student attendance at the library is not solely driven by teacher assignments, but also by their own desire due to the library's calm and comfortable atmosphere. The library's clean, tidy condition and conducive environment are among the factors that make students feel comfortable studying and reading in the library. Using the library as a learning space also plays a role in fostering a culture of literacy among students. Interviews indicate that students have a fairly good awareness of the importance of reading. The head of the library stated that students appear enthusiastic about using the library, especially due to teachers' encouragement not to rely solely on textbooks for learning. Library management also noted an increase in the number of student visits to the library compared to the previous year. This indicates a growing interest in reading and library use. However, an increase in the number of visits does not necessarily translate directly to the quality of literacy activities. The high number of visits needs to be followed by an analysis of the types of activities students engage in, whether they are truly oriented toward literacy development or simply utilizing the space.

This indicates the development of intrinsic motivation in library use. However, it is important to note that the comfort of the space (Merga, 2020) appears to be a dominant factor compared to the design of the literacy program itself. This means that successful library use is more supported by aspects of the physical environment than by planned pedagogical interventions (Sayekti et al., 2021).

The reading culture in schools is also supported by the active role of teachers who guide students to utilize the library as a place to find additional references and develop learning materials through independent reading activities. Several subjects, such as geography, economics, English, and religious education, frequently utilize the library as a learning resource. Furthermore, the library is used as a place for intensive study for students preparing for the National Science Olympiad (OSN). The SMA Negeri 1 Bandar Surabaya library also serves as a place for the formation of a reading community through regular group discussions. Book discussions in the library take place three to four times a week, as well as serving as a learning and teaching space. Students stated that group discussions significantly assist them in understanding the material and solving assignments that would be difficult to complete alone. Furthermore, the school provides reading corners in classrooms and in the library area, which serve as collaborative spaces for students to read, discuss, and share information during their free time.

The role of teachers in this context is a key factor, indicating that a culture of literacy has not yet fully developed independently but still relies on external encouragement. This aligns with the findings of Khotimah et al., who stated that the library, as a center of literacy, requires integration with classroom learning practices for optimal impact. In other words, libraries have not yet fully become autonomous "learning commons," but rather function as extensions of classroom learning (Khotimah et al., 2024).

Students' literacy culture is also evident in their writing habits after reading. Many students take notes or summaries of books they read in the library as study materials at home or to complete assignments given by teachers. This writing activity is considered to help students remember the information they have read and facilitate their ability to express ideas,

opinions, and thoughts. Through the habit of reading, writing, discussing, and utilizing the library as a learning environment, students gain broader knowledge, thereby improving their critical thinking and communication skills. However, their writing activities are still primarily reproductive (summarizing), not fully demonstrating higher-level literacy skills such as critical analysis or the production of new ideas. This situation indicates that students' literacy activities are still at a basic level, while the library, as a literacy space, should be able to encourage students not only to read but also to understand and process information more deeply (Jiang et al., 2023).

Thus, the use of libraries as a place for students to learn in building a culture of student literacy is in line with the research written by Wahyu Ning Tiyas et al., entitled "analysis of the use of school libraries in building a reading culture at SDN Gayam 3" shows that school libraries have various benefits in building a culture of literacy and personal development of students. The main benefits of school libraries are improving literacy and reading habits, enriching students' learning experiences, supporting independent learning because libraries provide students with the opportunity to learn independently, search for information, and complete assignments independently, helping to complete school assignments because there are various kinds of books (Tiyas et al., 2024). However, the results of this study also show that the use of libraries is still at the functional stage (as a source of information and a place to learn), has not fully reached the transformational stage as a center for integrated and technology-based literacy development. Therefore, although libraries have contributed to building a culture of student literacy, strengthening is needed in the aspects of management, technology integration, and learning design so that libraries can function optimally as a comprehensive literacy space.

CONCLUSION

Based on research findings, the library at SMA Negeri 1 Bandar Surabaya has been utilized as both an information resource and a learning space, supporting students' literacy activities. This utilization is evident in the library's use for reading, searching for additional references, independent and group study, and discussion activities. The library's comfortable and conducive physical environment has also encouraged increased student interest in visiting. Furthermore, the role of teachers in guiding students to utilize the library is also a crucial factor in fostering a culture of literacy at the school. However, library utilization still tends to be functional, namely as a provider of information resources and a place for learning, but has not yet fully developed into a transformational literacy space. Student literacy activities are still dominated by basic levels, such as reading and summarizing, and have not yet optimally promoted critical thinking skills and in-depth information processing. Furthermore, limitations in the use of information technology have led to suboptimal development of digital literacy. Furthermore, a policy paradox was identified: restrictions on device use encourage the use of the library as a learning resource, while simultaneously limiting students' access to digital information sources. Theoretically, the findings of this study confirm that the use of libraries as learning spaces is determined not only by the availability of facilities, but also by the integration of physical space, learning activities, social interactions, and planned pedagogical support. This research reinforces the view that libraries as literacy spaces need to be developed not only as reading spaces, but as learning spaces capable of facilitating in-depth and directed literacy processes. Thus, the contribution of this study lies in confirming that library utilization as

learning spaces is a gradual process, starting from a functional stage to a more integrative and transformational stage in building a culture of student literacy.

The limitations of this study lie in its scope, which was conducted in only one school, so the results cannot be broadly generalized. Furthermore, the limited number of informants and the specific context of school policies, such as a ban on gadget use, also influenced the research findings. Therefore, further research is recommended to involve more schools with diverse characteristics and examine more deeply the integration of technology in the use of libraries as literacy spaces.

SUGGESTION

Based on the research results in this article, the researcher provides several suggestions to schools, which are expected to continue supporting library development, both in terms of increasing the number and variety of book collection titles according to national library standards, as well as improving facilities such as wifi to support information technology so that the use of information technology is increasingly optimal. Then for the head of the library, it is hoped that he will continue to improve the quality of services, and innovate literacy activities such as regular reading programs or literacy competitions that will increase student interest in visiting the library. Suggestions for teachers are expected to continue guiding students to the library in the learning process, for example by giving assignments that must come to the library, guiding students in searching for information critically. Suggestions for students are expected to maintain and improve the habit of reading, writing, discussing, and using the library independently as a means of developing insight and critical thinking skills.

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