

Library Strategy in Increasing Reading Interest of Students of State Islamic Senior High School 1, Baubau City, Southeast Sulawesi

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ARTICLE HISTORY

Submitted : June 25, 2026
Reviewed : June 28, 2026
Revised : July 02, 2026
Accepted : July 04, 2026
Published : July 05, 2026

Conflict of Interest Statement:

The author(s) declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

ABSTRACT

Purpose: This study aims to analyze the strategies implemented by the library of Madrasah Aliyah Negeri 1 Baubau to increase students' reading interest and identify the supporting and inhibiting factors affecting their implementation.

Research Method: A qualitative descriptive approach was employed. Data were collected through semi-structured interviews, observations, and document analysis involving library stakeholders and analyzed using data condensation, data display, and conclusion drawing with source triangulation.

Results and Discussion: The findings indicate that the library enhances students' reading interest through integrated strategies, including collection development, literacy programs, collaboration with teachers and parents, improved learning facilities, and the use of digital technology. Nevertheless, limited budgets, inadequate digital infrastructure, textbook-dominated collections, and low voluntary reading motivation remain major constraints.

Implications: The findings provide practical guidance for strengthening school library management, literacy programs, and policy support for digital infrastructure.

Originality: This study offers context-specific evidence on integrated library strategies for promoting reading interest in an Islamic senior high school, highlighting the interaction between library management, literacy innovation, and technology utilization.

Keywords: school library; library strategy; reading interest; literacy programs; qualitative research.

1. Introduction

Libraries continue to evolve over time toward improvement, both in terms of improving service quality, human resource competency, and the use of information technology as a means of managing information services and learning media (Yunita et al., 2024). Libraries have shifted from functioning solely as repositories of books to becoming learning resource centers that support students' literacy development, independent learning, and academic achievement. Consequently, the effectiveness of a school library is not only reflected in the adequacy of its collections and facilities but also in its ability to encourage students to utilize library resources as part of their daily learning activities.



Beyond serving as an information center, school libraries also function as educational and recreational spaces where students develop reading habits, broaden their knowledge, and strengthen critical thinking skills through continuous interaction with various learning resources (Putri et al., 2025). Therefore, optimizing library utilization has become an essential component of achieving educational objectives because libraries provide students with opportunities for independent learning beyond classroom instruction (Nurhayati et al., 2022).

Baubau City library data shows that most library buildings and infrastructure in Baubau City, Betoambari, Wolio, and Sorawolio Districts are in good condition. Meanwhile, Murhum and Lea-Lea Districts each have one building with minor damage. Baubau City has a total of seven libraries, with five in good condition and two suffering minor damage. Based on the explanation above, it can be concluded that the majority of Baubau City libraries are in good condition. Although libraries in Baubau City generally possess adequate physical infrastructure, the availability of facilities alone does not necessarily guarantee that students actively utilize library services or develop sustained reading habits. Therefore, examining how school libraries implement strategies to stimulate students' reading interest remains an important issue requiring further investigation.

Based on the book collection data, the library of Madrasah Aliyah Negeri 1 Baubau has a collection of 3,487 collections with various titles and quantities available. Based on visitor data, in 2022, this library successfully recorded 1,200 visitors. With an average of around 40 visitors per month, this library is a very useful place for students for various activities, such as reading books, doing schoolwork, and accessing various learning resources that support their academic activities. Entering 2023, there was an increase in the number of visitors, with a total of 1,320 visitors, with an average of around 44 visitors per month. Entering 2024, there was a significant increase in the number of visitors with a total of 1,543 visitors. This represents an increase of 223 visitors compared to the previous year, reflecting students' growing utilization of library facilities. However, the increase in visitor numbers does not necessarily indicate that students' reading interest has improved, nor does it explain which library strategies contribute most effectively to attracting students to use library resources. This condition highlights the need to examine the implementation of library strategies more comprehensively within the context of Madrasah Aliyah Negeri 1 Baubau.

Previous studies consistently demonstrate that school libraries play an important role in fostering students' reading interest through various strategic programs. Athiyallah et al. (2024), in a study conducted at an Islamic senior high school, identified seven effective strategies, namely providing fiction books, appointing reading ambassadors, procuring learning materials based on students' needs, conducting book procurement surveys, establishing reading corners, implementing electronic library services, and organizing literacy competitions. Similarly, Sintasari et al. (2025) reported that attractive reading materials, library promotion, book lending competitions, study tours, and awards for active readers successfully encouraged students to visit libraries more frequently. Fadhillah et al. (2021) further demonstrated that comprehensive library management significantly increased library visitation rates, while Sintasari et al. (2025) emphasized that collection evaluation, curriculum-based procurement, and collection rotation positively influenced students' reading interest. Likewise, Harahap et al. (2025) found that diverse book collections, improved library services, reading corners, and literacy programs effectively promoted reading interest among senior high school students. In the context of Islamic schools, Apriani & Yunus (2026) highlighted that reading habituation, teacher role modeling, collaboration with families, and religious literacy activities were dominant factors in strengthening students' reading interest.



Although previous studies have identified numerous strategies for increasing reading interest, most research primarily focuses on describing library programs or evaluating literacy activities in general educational settings. Limited attention has been given to how these strategies are implemented within the organizational context of Islamic senior high schools, particularly at Madrasah Aliyah Negeri 1 Baubau. Furthermore, previous studies rarely explain the relationship between library strategies, students' responses, and the supporting and inhibiting factors that influence the effectiveness of strategy implementation. Consequently, empirical evidence explaining how school libraries design and implement strategies to improve students' reading interest within this specific institutional context remains limited.

Based on these considerations, this study aims to analyze the strategies implemented by the library of Madrasah Aliyah Negeri 1 Baubau to increase students' reading interest, identify the supporting and inhibiting factors affecting their implementation, and provide qualitative evidence regarding the effectiveness of these strategies. The findings are expected to contribute to the development of school library management literature while providing practical recommendations for strengthening literacy promotion programs in Islamic senior high schools.

The remainder of this paper is organized as follows. Section 2 provides a literature review and hypothesis development. Section 3 presents the research method and design. Section 4 provides the results and discussion. Section 5 is Concluding Remarks and Recommendations.

2. Literature Review and Hypothesis Development

2.1 Library

A library is no longer merely a physical space for storing and lending books but has evolved into a dynamic learning resource center that supports teaching, learning, literacy development, and lifelong education. In the contemporary educational environment, libraries perform multiple functions by providing equitable access to information, facilitating independent learning, encouraging knowledge exploration, and promoting students' critical thinking through diverse learning resources and user-oriented services (Putri et al., 2025). The transformation of libraries has also shifted their orientation from collection-centered services toward user-centered services by integrating information technology, digital collections, collaborative learning spaces, and innovative information services that accommodate changing educational needs (Chaddha & Kanjilal, 2022). Consequently, effective library management requires not only adequate physical collections but also competent librarians, efficient information systems, and learning environments capable of stimulating active student engagement. This transformation positions libraries as strategic educational infrastructure that contributes to improving educational quality by supporting curriculum implementation, information literacy, digital literacy, and the development of students' analytical and problem-solving abilities (Ateka et al., 2022).

The effectiveness of a school library is reflected not only in the quantity of its collections but also in how library resources and services are managed to encourage students' reading interest and learning participation. Effective library management includes systematic collection development, user-oriented services, literacy promotion programs, attractive learning environments, and continuous evaluation of users' information needs (A. Anggraini & Nasution, 2025). Previous studies indicate that libraries implementing literacy-based management strategies, such as improving reading facilities, organizing literacy activities, optimizing library services, and utilizing digital technologies, tend to



experience increased library utilization and stronger reading cultures among students (Dewi et al., 2024). Furthermore, libraries that function as interactive learning spaces through reading corners, collaborative learning activities, and technology-supported services contribute significantly to strengthening students' literacy competencies and fostering sustainable reading habits (Arsica et al., 2026). Therefore, the role of school libraries should be understood not only from the perspective of providing information resources but also as an institutional strategy for creating an educational ecosystem that encourages students to read, think critically, and actively engage in the learning process. This conceptual perspective provides the theoretical foundation for examining how library management strategies can effectively increase students' reading interest within the context of Madrasah Aliyah Negeri 1 Baubau.

2.2 Reading Interest

Reading interest refers to an individual's intrinsic tendency and willingness to engage voluntarily in reading activities as a means of acquiring knowledge, expanding perspectives, and developing intellectual capacity. Within educational settings, reading interest is considered a fundamental determinant of students' learning engagement because it influences the frequency, consistency, and depth of interaction with various learning resources. Students with high reading interest generally demonstrate stronger curiosity, greater motivation for independent learning, and better critical thinking skills than those with lower reading interest (Azhari & Ramadan, 2022). Reading interest is therefore not merely reflected in students' ability to read but also in their enthusiasm for seeking information, utilizing library collections, and actively participating in literacy-related activities. Contemporary perspectives further emphasize that reading interest develops through continuous interaction between individual motivation and supportive learning environments, including the availability of relevant reading materials, comfortable library facilities, literacy-oriented school cultures, and accessible information services (Azzahra & Apoko, 2024). Consequently, fostering reading interest requires systematic educational efforts that integrate literacy programs, supportive policies, and attractive learning experiences capable of encouraging students to read consistently as part of their daily academic activities.

The development of students' reading interest is influenced by multiple institutional and environmental factors, particularly the quality of school library management and the effectiveness of literacy promotion strategies. Previous studies indicate that libraries implementing comprehensive service strategies—including diverse book collections, reading ambassador programs, literacy competitions, reading corners, electronic library services, and user-centered information services—successfully increase students' motivation to visit libraries and engage in reading activities Athiyallah et al. (2024). Similarly, effective leadership by library managers through strategic planning, service innovation, and literacy campaigns has been shown to strengthen students' reading culture and encourage sustainable library utilization (Diana et al., 2025). In addition, excellent library services characterized by responsive communication, comfortable learning environments, and user-oriented assistance positively influence students' reading interest by creating satisfying learning experiences (Kurniawan & Kristiawan, 2025). Recent evidence also demonstrates that integrating digital technologies, including Internet of Things (IoT)-supported library services, enhances accessibility to learning resources and stimulates students' reading engagement in the digital era (Herawati et al., 2026). These findings suggest that reading interest should be viewed not only as an individual characteristic but also as an educational outcome shaped by the interaction between students and supportive

institutional environments. Accordingly, improving reading interest requires integrated library management strategies that combine quality services, literacy programs, technological innovation, and continuous institutional support, providing the conceptual foundation for examining library strategies implemented at Madrasah Aliyah Negeri 1 Baubau.

2.3 Motivation Influencing Interest

Motivation is a fundamental psychological factor that drives individuals to initiate, sustain, and direct their behavior toward achieving specific learning goals. In the context of reading, motivation determines students' willingness to engage in reading activities voluntarily, influences the intensity of their interaction with learning resources, and shapes the persistence required to develop sustainable reading habits. Students with strong learning motivation are generally more inclined to seek information independently, utilize library resources, and participate actively in literacy activities, whereas low motivation often leads to limited reading engagement and reduced academic achievement (Dabur et al., 2025). Contemporary educational perspectives further emphasize that reading interest is not formed solely through cognitive ability but develops from the interaction between intrinsic motivation, such as curiosity and self-development, and extrinsic motivation originating from educational environments, family support, teacher encouragement, and institutional learning facilities (Juliari et al., 2024). This perspective is consistent with Self-Determination Theory, which explains that sustained motivation emerges when learning environments satisfy students' needs for autonomy, competence, and relatedness, thereby encouraging long-term engagement in learning behaviors, including reading activities (Alberts et al., 2026). Consequently, motivation functions as an important antecedent that stimulates the emergence and maintenance of reading interest by encouraging students to perceive reading as both an enjoyable and meaningful learning activity.

The development of reading interest is therefore strongly influenced by educational environments capable of strengthening students' learning motivation through supportive literacy ecosystems. Previous studies indicate that inadequate motivation, limited learning support, and weak literacy culture contribute significantly to declining reading interest and lower academic performance among students (Anggraini et al., 2025). Conversely, educational institutions that provide motivating learning experiences through quality library services, accessible learning resources, and conducive reading environments tend to stimulate higher levels of reading engagement. Empirical evidence demonstrates that learning motivation, supported by adequate library facilities and responsive library services, positively influences students' reading interest by encouraging more frequent library visits and greater participation in independent learning activities (Dabur et al., 2025). Similar findings also reveal that literacy movements, parental encouragement, and institutional support create positive motivational climates that strengthen students' willingness to read continuously (Juliari et al., 2024). Furthermore, motivation remains an important determinant of reading behavior across educational levels, including higher education, where students with stronger intrinsic motivation consistently demonstrate greater reading engagement and information-seeking behavior (Pamungkas, 2025). Although disruptions such as the COVID-19 pandemic affected students' reading behavior, sustained motivation remained a critical factor enabling learners to maintain reading activities despite changing learning environments (Astriani et al., 2022). Therefore, motivation should be understood not merely as an internal psychological condition but as a dynamic construct shaped by interactions among individual characteristics, educational institutions, library services, and social environments, providing an essential theoretical



foundation for examining how library strategies can effectively increase students' reading interest at Madrasah Aliyah Negeri 1 Baubau.

2.4. Strategy

Strategy refers to a systematic and goal-oriented plan that guides an organization in utilizing its resources, capabilities, and policies to achieve predetermined objectives effectively and sustainably. Rather than representing a single activity, strategy encompasses a series of coordinated decisions and actions designed to respond to environmental conditions, optimize organizational performance, and create long-term value (Dhlamini, 2022). Within educational institutions, strategy functions as an important managerial instrument for aligning organizational resources with educational goals through careful planning, implementation, monitoring, and continuous improvement. In the context of school libraries, strategy extends beyond the provision of book collections and physical facilities to include the design of innovative programs, user-oriented services, technology integration, and literacy initiatives that encourage students to actively engage with library resources. Consequently, an effective library strategy requires systematic management capable of adapting to students' changing learning needs while creating learning environments that promote reading habits and independent learning (Anggraini & Nasution, 2025). This perspective positions strategy as a dynamic organizational process through which libraries continuously evaluate user needs, develop appropriate services, and implement innovative approaches to improve educational outcomes.

Empirical evidence demonstrates that successful library strategies are characterized by integrated literacy programs, responsive services, and continuous innovation aimed at increasing students' reading interest. Athiyallah et al. (2024) found that strategies such as providing diverse reading materials, establishing reading ambassadors, developing reading corners, implementing electronic library services, organizing literacy competitions, and procuring collections based on students' needs significantly enhanced students' enthusiasm for reading in Islamic senior high schools. Similarly, Diana et al. (2025) reported that the strategic role of library leadership in planning literacy programs, strengthening collaboration with teachers, and improving service quality contributed substantially to developing students' reading culture. Effective library management also requires continuous evaluation of collections, service quality, and learning environments to ensure that library programs remain relevant to students' academic needs and literacy development (Anggraini & Nasution, 2025). Supporting these findings, (Dewi et al., 2024) emphasized that comprehensive library management positively influences reading interest through attractive learning environments and well-organized literacy activities, while Kurniawan & Kristiawan (2025) demonstrated that excellent library services and effective communication between librarians and users strengthen students' motivation to utilize library resources more frequently.

3. Research Method

This study employed a qualitative descriptive approach, aimed at gaining a deep and detailed understanding of how library strategies are implemented to increase student reading interest at Madrasah Aliyah Negeri 1 Baubau, Southeast Sulawesi. The qualitative descriptive design was selected because it enables researchers to explore participants' experiences, perceptions, and practices regarding

library management strategies within their natural setting. This research was conducted at the library of Madrasah Aliyah Negeri 1 Baubau, Southeast Sulawesi, Indonesia.

The research participants were selected using purposive sampling based on their direct involvement in library management and utilization. The study involved the head librarian, library staff, the school principal, several teachers responsible for literacy programs, and students who actively used library services. These participants were selected because they possessed relevant knowledge and firsthand experience regarding the implementation of library strategies to promote students' reading interest. Data collection was conducted over the research period through in-depth semi-structured interviews, non-participant observations, and document analysis. Interviews explored participants' perceptions of library strategies, literacy programs, supporting and inhibiting factors, and students' responses to library services. Observations focused on library facilities, service activities, reading corners, literacy events, student participation, and interactions between librarians and students. Documentation included visitor statistics, library collection records, literacy program reports, photographs, and other institutional documents related to library management.

To ensure research ethics, all participants were informed of the objectives of the study before data collection, and their participation was voluntary. Participants' identities were treated confidentially, and all interview data were used solely for academic purposes. The collected data were analyzed using the interactive model of Miles, Huberman, and Saldaña, consisting of data condensation, data display, and conclusion drawing/verification. Interview transcripts, observation notes, and documentary evidence were first organized and coded to identify recurring themes related to library strategies, students' reading interest, supporting factors, and implementation challenges. Data triangulation was conducted by comparing evidence obtained from interviews, observations, and documentation to enhance the credibility and trustworthiness of the findings. This analytical procedure enabled the researchers to develop comprehensive interpretations regarding the effectiveness of library strategies implemented at Madrasah Aliyah Negeri 1 Baubau.

4. Results and Discussion

4.1. Library Development and Collection Management

The findings indicate that the library of Madrasah Aliyah Negeri 1 Baubau has undergone significant development in terms of physical infrastructure and service quality. Initially operating in a relatively small building, the library has now been relocated to a larger facility equipped with more complete learning resources and supporting infrastructure. This development reflects the school's commitment to creating a more attractive and conducive learning environment that encourages students to visit the library more frequently and strengthens their reading interest. In addition to improving physical facilities, the library has continuously introduced innovations in library services, including collection development, literacy activities, collaboration with teachers and parents, and the utilization of digital technology to improve students' access to information.

The library possesses a total collection of 3,487 items, with non-fiction books accounting for the largest proportion (2,563 items), followed by fiction books (300 items), e-books (367 items), and several reference collections, including dictionaries, encyclopedias, and audio-visual materials. This composition demonstrates that the library primarily supports students' academic learning by providing curriculum-oriented resources. However, the relatively limited number of fiction books suggests that recreational



reading materials remain less available than academic collections. Since recreational reading is widely recognized as an important factor in developing voluntary reading habits, expanding fiction and digital collections may further increase students' reading motivation and library utilization.

Table 1. Library Collection of Madrasah Aliyah Negeri 1 Baubau

Collection	Total Collection
Non-Fiction	2.563
Fiction	300
E-Book	367
Dictionaries	24
Encyclopedias	51
Atlas	1
Globe	1
Biography	12
Handbook	45
Statistics	8
Newspaper	6
Magazine	14
Audio Visual Collection	95
Total Collection	3.487

These findings indicate that collection management has been directed toward supporting formal educational activities while gradually adapting to students' changing information needs. This finding supports Anggraini and Nasution (2025), who argued that effective library management requires continuous collection development aligned with users' learning needs. Likewise, Dewi et al. (2024) emphasized that well-managed collections contribute positively to students' reading interest by providing diverse learning resources capable of accommodating different reading preferences.

4.2 Strategies for Increasing Students' Reading Interest

The findings reveal that the library has implemented multiple strategies to increase students' reading interest through improvements in facilities, literacy programs, professional development, and digital services. In terms of infrastructure, the library provides air-conditioned reading rooms, quiet study rooms, reading gardens, and OPAC computers, creating a comfortable learning environment that encourages students to spend more time reading and studying. Comfortable physical facilities reduce barriers to library utilization and create positive learning experiences that support students' intrinsic motivation to read.

Beyond physical facilities, the library regularly organizes literacy-based programs, including Wednesday Morning Literacy Activities, poetry reading competitions during literacy celebrations, and book discussion clubs. These programs encourage students to engage actively in reading while simultaneously strengthening communication, creativity, and critical thinking. The library also utilizes social media and Wi-Fi to promote digital literacy and disseminate information regarding library services and literacy activities. Furthermore, librarians actively participate in webinars and collaborate with regional library agencies to improve professional competencies and service quality.



These strategies demonstrate that the library has adopted a comprehensive approach combining physical infrastructure, literacy promotion, digital innovation, and human resource development. Such findings are consistent with Athiyallah et al. (2024), who found that literacy competitions, reading corners, electronic library services, and diverse book collections significantly increase students' enthusiasm for reading. Similarly, Diana (2025) reported that effective leadership and strategic planning by library managers play an important role in developing sustainable literacy cultures within schools. The integration of technology into library services also reflects current trends in educational library management, where digital platforms complement conventional services to improve accessibility and students' learning experiences.

4.3 Challenges in Implementing Library Strategies

Although various strategies have been implemented successfully, the findings also reveal several challenges affecting the effectiveness of library services. The primary institutional constraint is limited financial resources, which restrict the procurement of new collections, technological infrastructure, and supporting facilities. The limited number of computers available for digital access also reduces students' opportunities to utilize electronic resources efficiently. In addition, slow OPAC performance decreases students' convenience when searching for library collections, thereby limiting the effectiveness of digital library services.

Another important challenge concerns the composition of the library collection, which remains predominantly dominated by textbooks. While these materials effectively support classroom learning, they provide relatively limited opportunities for recreational reading that may foster students' voluntary reading habits. Moreover, students' reading interest is influenced not only by library management but also by external factors, including intensive social media use and home environments that provide limited encouragement for reading. These conditions indicate that increasing reading interest requires collaborative efforts involving schools, families, and libraries rather than relying solely on library services.

These findings support Kurniawan et al. (2025), who concluded that excellent library services alone are insufficient unless accompanied by effective communication and continuous student engagement. Likewise, Dewi et al. (2024) argued that comprehensive library management should integrate service quality, collection development, literacy activities, and stakeholder collaboration to achieve sustainable improvements in students' reading interest. Therefore, future library development should prioritize expanding recreational reading materials, improving digital infrastructure, strengthening literacy partnerships with teachers and parents, and continuously evaluating students' reading preferences to ensure that library services remain relevant to their educational needs.

5. Concluding Remarks and Recommendation

This study employed a qualitative descriptive approach to analyze the strategies implemented by the library of Madrasah Aliyah Negeri 1 Baubau to increase students' reading interest. The findings demonstrate that the library has adopted a comprehensive strategy by integrating collection development, literacy programs, collaboration with teachers and parents, improvements in library facilities, and the utilization of digital technology to create a more attractive learning environment. These strategies indicate that increasing students' reading interest requires not only adequate physical infrastructure but also continuous innovation in library services and literacy activities. Nevertheless, the



effectiveness of these strategies remains constrained by limited financial resources, inadequate digital infrastructure, a library collection dominated by textbooks, and external factors such as students' low voluntary reading motivation and limited support for reading habits within the home environment.

The findings contribute to the literature on school library management by demonstrating that effective strategies for increasing reading interest should be implemented through an integrated approach that combines service quality, collection development, literacy promotion, technological innovation, and collaboration among librarians, teachers, parents, and educational stakeholders. From a practical perspective, the study provides guidance for school administrators and library managers in designing sustainable literacy programs that respond to students' educational needs. The findings also imply that educational policymakers should strengthen financial support for school libraries, improve digital infrastructure, and encourage institutional partnerships that promote literacy development within schools.

This study is limited to a single case study conducted at Madrasah Aliyah Negeri 1 Baubau; therefore, the findings cannot be generalized to other educational contexts with different institutional characteristics. In addition, the study focuses primarily on describing library strategies without quantitatively measuring their impact on students' reading interest. Future research is recommended to involve multiple schools, employ comparative or mixed-method approaches, and examine the effectiveness of specific library strategies in improving reading interest and literacy outcomes across different educational settings. Such studies would provide broader empirical evidence to support the development of sustainable school library management and literacy policies.

Statement of Use of Generative AI

During the preparation of this work, the author used generative artificial intelligence tools to support the scientific writing process. Grammarly was used to check grammar, refine writing style, and improve clarity in scientific writing. All interpretations, analyses, and conclusions presented in this study are the sole responsibility of the author.

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