Revitalization of School Libraries to Strengthen Student Literacy Culture: Community Service Program at SDN Sumengko

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ABSTRACT

Kemuning Mandiri MSME in Cogreg Village, Bogor, still faced operational issues caused by unclear task allocation, weak work discipline, and limited skills in production hygiene, packaging, and daily record keeping. This community service program strengthened human resource competence through needs mapping, practical training, and mentoring at the business site. The intervention combined workflow design and task allocation, time management and teamwork routines, production hygiene and packaging practice, and simple digital record keeping using Google Sheets supported by WhatsApp coordination. Program effectiveness was measured using pre-test and post-test scores across six indicators and supported by observations during mentoring. Average scores increased by 28–33 points across indicators, with a mean improvement of 31 points. The highest gains appeared in packaging standards and digital record keeping, while teamwork and communication also improved. These results indicate that practice-based training coupled with follow-up mentoring and low-cost digital tools can improve MSME work structure and operational discipline in a short implementation cycle.

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INTRODUCTION

School libraries are one of the main pillars in supporting literacy among students (Imam & Siwi, 2023; Kartikasari & Nuryasana, 2022; Susilo & Satinem, 2024). As learning centers, libraries provide a wide range of reading materials that are not only relevant to the curriculum but also enhance students' knowledge and insight outside the classroom (Hardiyanti Dwi Astuti, 2022). An aspect that needs improvement in developing thinking skills is taking advantage of the various learning resources available around us, such as libraries (Susilo & Satinem, 2024). In the need for information for the community in the school environment, it is necessary to have a library, especially for teachers and students (Mawaryanto et al., 2023). Literacy is an important foundation in individual development, not only in the context of education, but also in social, cultural, and economic life. Literacy skills, especially reading and writing, are key tools in acquiring information, building understanding, and developing critical thinking and creativity (Aka et al., 2024). In the life of a country's people, the ability to read and write plays a very important role in ensuring the progress and sustainability of a nation. This means producing qualified human resources that are able to compete. Unfortunately, at present, literacy enthusiasm among children studying in school is said to be low (Setiadiwibawa et al., 2024). Therefore, the existence of an active and well-managed library is indispensable to creating a conducive learning ecosystem.

However, the role of the library as a literacy center has not been fully realized at SDN Sumengko. Based on the results of initial observations, the school library experienced a decrease in function due to post-flood conditions, which had an impact on library facilities and management. Since the incident, library management has not been running optimally. This condition is characterized by the absence of sustainable management that specifically handles the restoration and development of libraries, so that the arrangement of spaces, book collections, and literacy support facilities is poorly maintained, and the learning atmosphere is not fully comfortable and friendly for students. As a result, the interest in student visits to the library is still low, even though students and teachers actually have considerable potential and enthusiasm for literacy activities. Therefore, the library of SDN Sumengko needs planned improvement efforts so that it can return to its optimal role as a school literacy center.

Revitalizing libraries in post-disaster situations is a strategic step to restore literacy functions in the school environment (Sri, 2020). Efforts to improve library facilities and increase access to various reading materials allow students to return to using the library as a comfortable and fun learning space (Naja et al., 2023). Library revitalization is needed so that the library's function can run optimally in accordance with its role in the educational environment (Viyanti et al., 2024). Through revitalization activities, school libraries are sought to function again as a center for learning and literacy resources that are able to attract students' interest in reading (Kurniawan et al., 2019). This condition is an important indicator in building sustainable reading habits in the school environment.

Referring to the problems that have been described, community service programs are very necessary. This is because elementary school libraries have a very important role in increasing students' interest in reading and literacy (Chasannudin et al., 2023). The revitalization of elementary school libraries itself means a community service activity that aims to restore the function of the library, increase students' interest in reading, and support the literacy movement in the school environment (El-majid et al., 2019). In this way, it is hoped that the school library will be able to transform into an interesting and interactive learning place for students.

This was emphasized by Laha et al. (2024), that requires good library facilities and special attention to encourage a better reading culture for students in schools. In general, the purpose of library

revitalization is to renew, improve, and enhance its function and relevance to become more attractive, comfortable, and useful as a center for literacy and learning in the digital age (El-majid et al., 2019; Luthfi et al., 2024). Although school libraries play an important role, post-disaster library revitalization in elementary schools is still underreported in community service studies. Therefore, this program aims to revitalize the school library at SDN Sumengko to maximize its role in developing students' reading culture.

METHODS

This service activity was carried out at SDN Sumengko, Kwadungan District, Ngawi Regency, from November to December 2025. The target of the service program is all students of SDN Sumengko, which totals 51 students, ranging from grade I to grade VI. The implementation of this service activity uses an approach called Participatory Action Research (PAR), which is an approach that emphasizes the active participation of school residents in the change process by inviting them to recognize the potential and problems faced (Rahmat & Mirnawati, 2020). Pendekatan Participatory Action Research (PAR) is generally carried out through several stages, including observation, reflection, action planning, and program implementation. The cycle method Participatory Action Research (PAR) generally consists of the observation stage, reflection, action plan, and action stage or program implementation. The cycle of the Participatory Action Research (PAR) method usually consists of several stages, namely observation, reflection, action planning, and program implementation or implementation. The PAR approach was chosen because it allows all school residents to be actively involved in every stage of the activity. Thus, the results of the revitalization carried out are more in line with needs and have the potential to continue to grow in the long term. All activities in this service are carried out with approval from the school. In addition, the activity also involves students and teachers voluntarily, while still paying attention to ethical principles and the comfort of the participants.

FIGURE 1. Participatory Action Research (PAR) Method Cycle

Meanwhile, the community service program in the form of revitalizing school libraries as an effort to re-optimize the role of libraries in improving the literacy culture of SDN Sumengko students is carried out through several stages, namely problem identification through field reviews, program planning, implementation of actions, and evaluation of activities. The description of the stages is as follows: (1) review of the condition and situation of the library to identify existing problems; (2) the preparation of an action plan based on the results of observation by involving teachers and school principals to support the strengthening of student literacy culture; (3) the implementation of the library revitalization program in accordance with the plan that has been prepared; and (4) evaluation of program activities is carried

out to assess the implementation of activities and their impact on the use of libraries and the improvement of student literacy culture.

RESULTS AND DISCUSSION

Results of the Identification of the Initial Condition of the Library

The identification stage was carried out through direct observation of the physical condition and use of the school library after the flood. The results of observations show that libraries have not functioned optimally as literacy centers. The impact of the flood caused the arrangement of space and book collections to be irregular, some literacy support facilities were poorly maintained, and the atmosphere of the library was not able to attract students to visit. This condition has an impact on the low utilization of the library as a learning space and student literacy activities, so that its role as a learning resource center does not run optimally. Therefore, the initial condition of the post-flood library is an important basis in determining the direction of revitalization that suits the needs of the school.

The identification results also showed that even though the condition of the library had decreased due to flooding, students and teachers still had potential and interest in literacy activities. This is in line with the opinion Kamal et al., (2024) which states that the literacy potential of students can develop again if supported by a conducive learning environment, including the existence of a decent and attractive library. Thus, a planned library revitalization effort is needed to re-optimize the role of the library as a school literacy center after the flood.

Planning Results of the Library Revitalization Program

Based on the results of the identification, the next stage is the preparation of a library revitalization program plan which is carried out collaboratively with the school. Planning is focused on rearranging the library space, grouping book collections, and creating a comfortable and friendly library atmosphere for students. The involvement of teachers and schools in the planning stage aims to ensure that the program is designed in accordance with the needs and conditions of the school. This approach is in line with the concept Participatory Action Research (PAR) which emphasizes the active participation of school residents in the change process (Rahmat & Mirnawati, 2020). According to Shahnaz et al., (2022), planning that involves stakeholders can improve the sustainability of the program and foster a sense of ownership of the results of service activities. Therefore, the planning of the revitalization program is not only technical, but also pays attention to the sustainability aspect of library management.

In addition to technical planning, the service team with the school also discussed the timing of the implementation of the library revitalization. The resulting agreement shows that the implementation of activities is carried out flexibly and is not limited to effective learning hours. The school gave permission to carry out the revitalization outside school hours so that activities do not interfere with the teaching and learning process. This flexible timing arrangement is expected to support the smooth implementation of the program and increase the effectiveness of library revitalization.

Results of Library Revitalization

The implementation stage of the library revitalization program is carried out in accordance with the planning that has been prepared with the school. The activity was carried out in stages involving students and school residents, and focused on efforts to improve the physical and functional condition of

the library to make it more comfortable and support student literacy activities.

Library Room Cleaning and Rearrangement

The initial revitalization activities began with a thorough cleaning of the library room. This activity includes cleaning floors and bookshelves, rearranging the layout of the space, and removing books from dust that sticks due to infrequent maintenance. In addition, the service team also sorts book collections by distinguishing between books that are still suitable for use and books that are not in good condition. The arrangement and cleaning aims to create a cleaner, neater, and more comfortable learning environment so that students feel more at home in the library.

FIGURE 2. Library Cleaning and Reorganization

This activity is an important first step in restoring the function of the library as a decent and representative learning space. The efforts to clean and arrange the library space are in line with the opinion of Sutarno (2016) who stated that cleanliness, neatness, and collection conditions are the main factors that affect the comfort and interest of visitors. A well-organized library environment and well-maintained collections will give a positive impression and encourage students to more actively use the library as a means of learning and reading.

Classification and Arrangement of Book Collections

The next stage is the grouping and arrangement of book collections based on the type of reading. The collection of books that had previously gone through the process of sorting and light maintenance was then grouped according to the reading category, then rearranged on the appropriate shelf so that it was easily accessible to students. This arrangement aims to make it easier for students to find reading materials and improve the efficiency of the use of library collections.

FIGURE 3. Classification and Arrangement of Book Collections

The systematic arrangement of book collections is in line with the opinion of Lasa Hs. (2017) who emphasized that good collection management will increase information accessibility and support the function of libraries as a center of learning resources. With a collection that is neatly organized and clearly grouped, students become more interested in reading and exploring the reading materials available in the library.

Creating a Literacy-Friendly Library Atmosphere

After the arrangement of the space and collections, library revitalization activities are also focused on creating a literacy-friendly and attractive space atmosphere for students. This effort is carried out through the addition of educational visual elements to build a pleasant and non-monotonous impression of the library. One of the activities carried out was the making of window decorations from origami paper which were formed into various animals and simple ornaments, then hung on the library window. The decoration aims to add visual appeal while creating a more lively library room atmosphere.

FIGURE 4. Window Decoration Manufacturing

In addition, the service team also painted murals on the library wall in the form of images of large trees as a symbol of literacy growth and development. The mural is equipped with the inscription

"Reading Corner" to clarify the function of the literacy area, as well as the addition of the identity of the "KKN-T UNIPMA 2025" activity as part of the documentation of the service program. To support the comfort of students in reading, a carpet and several small tables were also added to the reading corner area that students can use to read and study independently.

FIGURE 5. Large Tree Mural and Red Carpet Addition, as well as Small Table.

The creation of a literacy-friendly library atmosphere is in line with the opinion Mulyati et al., (2024) which states that a library environment that has an attractive, comfortable, and child-friendly appearance can increase students' interest in reading. A conducive literacy environment encourages students to more actively use the library as a space for reading and independent learning, while strengthening the role of the library as a center for school literacy activities.

Results of Evaluation of the Implementation of the Library Revitalization Program

The evaluation stage was carried out to assess the implementation of the library revitalization program and its impact on the use of libraries and student literacy culture. The evaluation was carried out through observation of student activities in the library as well as responses from teachers regarding the use of the library after revitalization. The results of the evaluation showed an increase in student visits to the library and an increase in student involvement in reading activities. Teachers also gave a positive response because the revitalized library is easier to use as a learning resource to support learning in the classroom.

Overall, the results of the evaluation show that the library revitalization program is able to re-optimize the role of the library as a school literacy center. This is in line with the opinion of Wahyuni (2020) who emphasized that a well-managed library contributes to strengthening the literacy culture of students in a sustainable manner. Thus, library revitalization is a strategic step in supporting the improvement of literacy culture in schools.

Based on the service activities that have been carried out, it can be concluded that the revitalization of the school library is an effective concrete step in re-optimizing the role of the library as a student literacy center at SDN Sumengko. Through spatial arrangement, collection management, and the creation of a literacy-friendly library atmosphere, the library begins to function again as a comfortable learning space and supports students' reading activities.

The implementation of the revitalization program carried out collaboratively with the school shows an increase in the use of libraries by students. The library is not only used as a place to store books, but

also as a space for interaction and literacy activities for students. This condition shows that school libraries have great potential to be developed as an integral part of the learning process if managed in a planned and sustainable manner. The school library revitalization program at SDN Sumengko has proven to be able to re-optimize the role of the library as a center for student literacy. Space planning, collection management, and the creation of a literacy-friendly environment have a positive impact on increasing the interest of visits and student involvement in reading activities.

CONCLUSION

Practically, the results of this activity can be a model for revitalizing elementary school libraries after disasters. However, this activity still has limitations in the duration of the program and has not carried out a long-term evaluation of changes in students' reading habits. Therefore, it is recommended that there be a follow-up program in the form of library management training for teachers and routine literacy activities to ensure the sustainability of literacy culture in schools.

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Through this service activity, it is hoped that the school can continue its efforts to manage and develop the library consistently so that the literacy culture of students continues to grow. In addition, school policy support and advanced literacy programs are needed to maintain the function of the library as a learning resource center. The author realizes that the implementation of this service activity still has limitations, so input and suggestions from various parties are highly expected for the improvement of the program in the future.

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