Library Management Strategy in Fostering Student Literacy Culture at An-Nizam Private Middle School

[1] Maya Masita, Muhammad Rifa'i[2]
[1,2] Universitas Islam Negeri Sumatera Utara
[1] *mayamasita03@gmail.com*, [2] *muhammadrifai@uinsu.ac.id*

ABSTRACT

The low literacy of society, especially students in Indonesia, is a concern for the government. Literacy in schools involves the duties and responsibilities of teachers, government, families and society. Literacy cultivation involves students, education staff and parents practising literacy as a habit at school. Strategies for realizing a student literacy culture include strengthening the capacity of facilitators, creating a quality reading culture, expanding access to learning resources, involving the community, and strengthening governance. **Purpose Research.** *This research aims to discover how library management strategies can foster a culture of student literacy at An-Nizam Private Middle School.* **Research Method.** *The method used in this research is qualitative with a qualitative descriptive research type.* **Result.** *The research results can be seen from this year's literacy education report card, which shows that there has been an increase. In 2024, the education report card score was 84.44%, including in the excellent category, while in 2023, the education report card score was 79.55%, and literacy ability increased by 4.9%. Student visits to the library have also increased due to the involvement of other subjects; subject teachers are free to take their students to the library. This is an effort made so that students get used to developing their literacy culture and have the awareness to want to read even though they are still at a moderate level. The literacy ability to read literary texts at An-Nizam Private Middle School students is classified as good. However, reading duration needs to be increased, and literacy culture is moderate. However, the principal will further improve the literacy culture of students at An-Nizam Private Middle School because literacy culture plays a significant role. Necessary in the student domain, besides helping do coursework and other assignments, literacy culture can also increase students' scientific insight, confidence, and sensitivity to phenomena around them. Through a culture of literacy among students, it will indirectly build their personal and intellectual character.*

Keywords: Strategy, Literacy culture, School library

A. INTRODUCTION

The background to this research begins with the importance of literacy culture in the school environment. As a means of supporting learning, the library must manage the library as a tool for building a literacy culture. Schools, especially librarians, are significant in improving literacy culture in the school

1

environment. Therefore, this research focuses on the ways or forms of strategies of school principals, deputy principals, and library heads in developing student literacy culture in the school environment.

Law of the Republic of Indonesia article 43 of 2007 concerning libraries states that a library is an institution devoted to storing various documents, works (printed, written, and recorded), and archives with a standard system to meet the needs of users in the fields of education, research, preservation, recreation, and information (Suryani, 2017). The school library is one of the places in the school to store a collection of books or libraries. It has the primary function as a means for students at school to learn to become people who have information literacy, namely those who can identify their information needs independently and learn to search and find sources of information according to their needs until they find what they are looking for (Harumningtyas, 2022).

Libraries have an essential role in implementing learning. The school library is not only a reading provider for students in their free time. The library is a source, tool, and means for learning. The library must have its own space at all times to support and be involved in implementing the learning process, both during and outside class hours. Therefore, library management must be carried out professionally. Managers must be serious about their activities to achieve progress and the school learning process. So, it can be accepted that librarians need to be ready to manage libraries professionally (Ibrahim, 1996). The world of education still needs to maximize library facilities to support the learning process in schools, especially in building a literacy culture. *Literacy Culture* is a reading and writing process that will later form good habits for education staff and students in general (Ahmad, 2017).

Responding to the importance of literacy culture in the school environment, the library as a place to support learning can manage the library as a tool for building a literacy culture. The role of librarians is also very influential in improving school literacy culture, especially in getting students used to reading books or borrowing books to read either at school or home (Hariyanto, 2018). According to Saiful et al. (2007), the purpose of libraries is to absorb and collect information, create an organized knowledge forum, help develop language skills and thinking power, educate students to use and maintain library materials efficiently and provide a basis for independent study. According to Azmar et al. (2023), achieving library goals and functions depends on good library management and aligns with the principles of service management activities. Planning contains elements where several activities have been determined beforehand, and there is a process of desired results and concerns about the future within a certain period.

The library is an essential facility in the school environment because it supports the implementation of the teaching and learning process; therefore, in principle, every school must provide an adequate library because the library is part of the school facilities (Iztihana, 2020). Culture in the Gerakan Literasi Sekolah (School Literacy Movement) As a form of student literacy culture cannot

be separated from the concept of the Gerakan Literasi Sekolah (School Literacy Movement), which is a literacy movement carried out and implemented in the school environment by involving students, education and education staff, as well as parents. Gerakan Literasi Sekolah (School Literacy Movement) is implemented by displaying good practices in implementing literacy and making it a habit and culture in the school environment. Literacy can also be integrated into teaching and learning activities in schools to become an inseparable part of all activities of students and educators, both inside and outside the classroom (Inawati, 2022).

Ariyani et al. (2002) believe that literacy culture is a culture that encourages the growth of innovations in the development of science. During the time of *Socrates*, students in Greece were introduced to literacy culture, so a variety of sciences developed from there, likewise in *Mesopotamia* and *Alexandria*, where libraries were full of notes of thought and documentation of situations and conditions recorded on various media.

Literacy culture in schools is essential to develop, primarily related to reading and writing activities. Through reading, students can think critically and obtain much information from various countries. A school library is essential to support literacy activities and teaching and learning processes carried out by teachers and students. The school library contains textbooks or reading materials and the work of school members, both teachers and students, which are arranged in such a way, administered, and organized in a certain way to provide convenience for users as information material.

Literacy at An-Nizam Private Middle School has had an education report card for three years. In the education report, the students' literacy skills at An-Nizam Private Middle School are in a suitable category, namely 84.4 at the national level, so every year An-Nizam Private Middle School students are *assessed* or UNBK to measure the literacy level of students, first requires *source analysis*, which is where students' skills in literacy and numeracy are, and this is from the education report card, many factors can be used as supporting indicators of the strategies used to foster students' literacy culture, meaning it turns out that not only reading culture, but are they able to find information from the books they read, so based on the above, the focus of this research is (1) what management strategies do libraries use to foster a culture of literacy? (2) What are the obstacles school libraries face in developing students ' literacy culture, and what are their solutions? (3) What does the library achieve by implementing library management strategies to foster student literacy culture? The aims of this research are (1) to find out the management strategies used by the library at An-Nizam Private Middle School, (2) to find out what are the obstacles and solutions for the School Library in cultivating student literacy culture at An-Nizam Private Middle School and (3) find out the results achieved by the library in implementing library management strategies in cultivating student literacy culture at An-Nizam Private Middle School.

B. METHODS

3

The research setting is the location and time of the research. Therefore, the place and time of the research can be stated as follows: This research was carried out at Jl. Tuba No.62, Tegal Sari Mandala III, Medan Denai District, Medan City, North Sumatera, 20226. The research time used for initial observations starts from January 2024 until completion. This research uses a qualitative approach, namely research, in order to reveal facts, circumstances, phenomena, variables, and circumstances that occur when the research is running and present it according to the research field. The research used in this research is qualitative with a qualitative descriptive research type because the data collected is in the form of words or images (narrative). Hence, the data is not in the form of numbers. Next, the data is analyzed and described, describing the research results so that it is easy for other people to understand (Sugiono, 2022). The data and data sources are divided into two, both of which are used in this research; the first, primary data is a source of primary data obtained through a direct interview process with the school principal, deputy principal, and head of the library as informants regarding Library Management Strategies in Cultivating Culture. Student literacy and related matters provide information about the data that researchers want. Secondary data is data obtained by researchers from existing sources. To obtain this secondary data, researchers searched for documents and dug up notes and documents regarding Library Management Strategies in Fostering Student Literacy Culture at An-Nizam Private Middle School. This research will focus on library management strategies to foster a culture of student literacy at An-Nizam Private Middle School. To the title, the researcher used a qualitative descriptive type of research.

C. RESULTS AND DISCUSSION

1. Strategies Used by Libraries in Fostering Student Literacy Culture at An-Nizam Private Middle School

Based on the observations and interviews conducted with the principal, deputy principal, and head of the library at An-Nizam Private Middle School, several library management strategies were found to foster a culture of literacy students. According to Husein Umar, "strategy is defined as a process of determining plans by top leaders that focus on the long-term goals of the organization, accompanied by the preparation of a method or effort on how to achieve these goals" (Munarika, 2018). An-Nizam Private Middle School has several strategies that are carried out to achieve goals or results that the school library will achieve. The following are library management strategies for fostering a culture of literacy at An-Nizam Private Middle School:

1. The principal of An-Nizam Private Middle School, Mr. Robin Ginting, M.Pd, explained two ways to implement the strategy: outside the library. Namely, it is carried out in class, a reading corner. The reading

4

corner is moved to the subjects in class, implemented at the beginning of learning, 15 minutes before learning there is book reading literacy, then for the second strategy, namely how to use the library as a forum or place to foster a culture of reading literacy in students, initially starting from the teacher how the teacher acts as **ing ngarso sung tulodho ing madyo mangun karso**, must be applied to teachers, at the front as an example, then in the middle as reinforcement, then behind as a driver and motivator for students. So, the literacy culture in the An-Nizam Private Middle School library indeed starts with the teacher; the teacher must schedule visits to the library. The principal explained that as a leader, he always gave reading assignments or visited the library. Then, to increase students' interest in being attracted to the library, the library must also be packaged; that is the need for management. The library must be packaged as attractively as possible to attract students' attention. In line with Nugroho's opinion, management is a term used in management science. Etymologically, the term management comes from managing (*to manage*) and usually refers to managing or handling something to achieve specific goals. So, management is a science related to managing and handling something to realize specific goals (Nugroho, 2023). The principal has also told the library supervisor to add pictures or motivational writing on the library walls; then, the next thing is to add variants of the books, such as books that students love must be there, but there must also be books that are scientifically based, So An-Nizam Private Middle School plans to use BOS funds to add fiction and non-fiction books for students so that the reading culture can increase.The deputy principal of An-Nizam Private Middle School, Mr. Zul Fahmi Siregar M.Pd, also explained that to foster a culture of literacy at An-Nizam Private Middle School, there is something called a reading corner. Every year, this reading corner will be filled with reading books, whether related to lessons or fiction books, novels, etc., so that students can grow their reading culture. Then, from the junior high school unit, a 15 minute literacy program is also implemented before the lesson takes place. So every day before the subject at 8:00 WIB the teacher who comes in in the first hour is obliged to direct students to use the books in the reading corner, this is a concrete step taken by An Nizam Private Middle School in cultivating a culture of literacy. Next, the books that have been those not used in the junior high school unit will be used as reference books in the library, because the scope of the library is larger, the procurement of fiction books or story books in the library will later be provided by the An-Nizam Private Middle School foundation. The Principal has explained concretely the strategy that the Principal will use to direct teachers to use library facilities by bringing students to visit the library at least twice a week. Concrete steps that can be taken regarding the procurement of books in the

library are budgeted for from the boss's funds. Then the procurement of books also recognizes the contribution of students who have books, stories or reading books that are worth reading.

2. Head of Library Mrs. Siti Sarah Sitakar S.Pd explained that the management strategy carried out by the library to foster a culture of literacy among students at An-Nizam Private Middle School is how to get students used to normalizing reading books to foster a culture of literacy, namely by habituation, this is in line with Khoirudin et al. (2017) opinion that states that the habit of reading and practicing can help students develop literacy. Middle School libraries already hold literacy activities every week, which can be done by their respective subject teachers so that students get used to reading books. Students who have read a book must have an output, namely verbally telling a story, writing a summary, or making a book review, such as making a clipping or wall magazine to train students' creativity. An-Nizam Private Middle School also has a mandatory reading hour in class 15 minutes before class starts; everyone reads from the teacher to the students, and the reading material is free. The library chooses reading materials that are interesting to library users because students are lazy about reading books because the reading is not suitable for them, so the library is still trying to choose exciting reading materials and then recommends various ways of presenting lessons at school that are linked to library assignments, be it biology lessons. For Indonesian language lessons or mathematics, the source must look for reading materials in the library, starting from books, maps, or other library materials. Then, the library provides various conveniences for an exciting reading experience; for example, if there is no source from a book, you can search on the Internet. The library allows students to read freely, whether teachers, school principals, or guardians of visiting students are given the freedom to read. The aim is to stimulate students to search for the reading that suits their interests and to foster their habits of searching for reading materials they like. The An-Nizam Private Middle School Library has management; the room has seating and seating, and the library has a reading garden, so students can choose how to read. The library continues to instill strategic awareness through word-of-mouth promotion by informing that when children come, they must have something to read because reading is essential for life, especially for achieving success. To foster a literacy culture in schools, every class has a reading corner; every 3 months, the books in the reading corner are replaced; this can be from students or parents, meaning parents give funds to their children to replace their books. Once every 3 months, the books are replaced with new reading materials; some are from the library, so the reading books are changed based on the obstacles, namely the lack of library reading materials. An-Nizam Private Middle School will make reading

materials based on student results and teacher results. So the library's strategy is to create an environment that is physically rich or rich in reading materials, whether in the classroom or the library, as explained by the head of the library as follows:

1. supporters of literacy, so the library wants to display various types of literary texts both in the classroom and in the library for everyday life. Like *quotes*, motivational words on the library wall will also be pasted
2. Get students and their teachers used to reading for 15 minutes, and later, there will be reading results or feedback, which will be checked by the teacher once every 2 weeks, and there will be a list of students' reading, too.
3. Text work materials are created jointly by teachers and students. So this is created during interactive writing activities, retelling, and then recorded by friends or teachers; their responses and questions about the work are collected in a book or clipping
4. Display of student writing (written work, short stories, word walls/making or learning posters)
5. The class reading corner will have its reading corner reorganized, the reading materials will also have to be sorted, and books will be rotated in the library and the reading corner.
6. To improve their competence, GTK allows teachers to study content related to literary texts related to the literacy skills of AN-Nizam Private Middle School on the independent teaching *platform* and also activates literacy-related learning.
7. An-Nizam Private Middle School will celebrate language month, so there will be competitions and awards for students who read the most every year
8. The library will activate regular visits that are already running. Then, there will be student donations in the form of books at the end of their graduation and monthly book review activities, which will later be made into new reading materials by students.

The explanation Bers regarding literacy support is that strengthening literacy in the academic environment is carried out with the following principles (Beers, 2010):

a) Strengthening literacy aligns with students' stages of literacy development.
b) Learning to read (*learning to read*) gets reinforcement at the initial level, followed by the habit of reading to gain knowledge (*reading to learn*).
c) Reading skills (strategies for understanding and criticizing reading) are taught in stages in primary and secondary education using various learning models.
d) Literacy skills are integrated with cross-subject learning activities.

7

e) Learning to use written language is done with spoken language activities (talking and discussing).
f) Strengthening literacy skills is done for students with different skill levels. Therefore, teachers need to carry out assessments to map levels of literacy skills so that students receive appropriate assistance (*teaching at the right level*).
g) Strengthening literacy focuses on using a variety of texts with formats and themes that are close to students' daily environments.

The strategy to strengthen literacy at AN-Nizam Private Middle School aims to make learning activities meaningful and enjoyable so that students can improve their literacy culture and be accompanied by school supervisors.
The strengthening strategy at An-Nizam Private Middle School is carried out through:

1. Strategy for developing the capacity of teachers and education personnel.
2. Collaboration between school members in improving the quality of learning.
3. Assigning a teacher or educational staff as a literacy specialist whose job is to coordinate selection activities, curate enrichment reading materials, activities to increase teacher professionalism, map students to receive literacy assistance, train teachers to apply literacy models and strategies, and so on.
4. School principals also need to encourage a collaborative working climate between teachers through *team teaching programs* , project-based learning across subjects and across classes, visiting classes during learning to find out students' learning progress and find out the obstacles faced by teachers in the learning process, as well as listening, provide solutions to problems faced by teachers in the learning process.
5. The school principal ensures that literacy strengthening activities (telling stories, presenting ideas, guided reading, reading aloud, thematic writing, etc.) are scheduled and organized in all classes.

2. Obstacles and Solutions for School Libraries in Fostering Student Literacy Culture at An-Nizam Private Middle School

The obstacles faced by An-Nizam Private Middle School were conveyed by the principal, deputy principal and head of the library as follows:
a) Teachers lack consistency in scheduling students to visit the library, meaning that if the school carries out continuous supervision it is not appropriate, because teachers must have a sense of responsibility for the tasks given to them. Teachers are always advised to consistently schedule students to visit the library.
b) The library has a collection of old books, so students are too lazy to even look at the cover, because reading materials are

8

increasingly being developed and updated. The reading materials at An-nizam Private Middle School are not yet attractive to library users, there is a need to add books according to the age of the students, the problem with the library is that reading books are not yet in line with their needs, in the library there is still little reading material or it is not in line with their interests, namely the newest books so need the latest book references.

c) The An - Nizam Private Middle School Library has not yet been digitized, but the library is trying buy books, E-books but they cannot be delivered to students. Because computers are limited, access to computer equipment is not yet available in the library, the library still uses manuals, so students look for sources on the internet using their *cellphones for Wi-Fi* is available but limited to using *Wi-Fi -fi* in the library.

d) Time, because if it only takes 15 minutes to start reading it is still not enough according to the Head of the Library because the book has many pages, if it is a thin one it might be possible to finish it, but if it is a thick book it might take several days for students to read it, to read in the library it might be very, very little, That's why students can explore books in the library only during library visiting hours or during their lessons. So after their lesson has finished for 2 hours, the remaining half hour is used by students to read books, so the hope is that in the future they will have a special day to visit the library so that students can read freely.

e) In 2018, the school submitted a proposal to PLN in collaboration with the library center. So PLN created a reading garden . Previously, An-Nizam Middle School did not have a reading garden, so at the An-Nizam library there has been a reading garden starting from 2018.

f) The addition to the book collection only comes from student donations and teacher donations or from school operational costs, but this is still small. The school collaborates with other school companies. So, between schools, they barter books, but the quantity is still very small, so God willing, in the future we will maximize the process of duplicating books so that there will be more literature or sources of reading material for students at An-Nizam Private Middle School.

g) Students' dependence on *cellphones* . It is now difficult for students to develop the habit of reading because they prefer to spend their time with the social media they have, so to overcome this problem, An-Nizam Private Middle School is holding a writing competition which will be held every month, so this paper aims to capture the essence from reading material read by students sourced from the reading corner. At the end of each month the best written work from each class will be announced regarding the material they read

and the Indonesian language teacher who facilitates this will be the judge to make it more objective.

3. Results Achieved by the Library in Implementing Library Management Strategies in Fostering Student Literacy Culture at An-Nizam Private Middle School

The school concerned has conveyed the library management strategy at An-Nizam Private Middle School quite clearly. The obstacles the school library faces in fostering a literacy culture at An-Nizam Private Middle School are not significant because the obstacles experienced have an appropriate solution. Where it can be improved, then the principal also explained the results achieved by the school while implementing library management strategies in fostering a culture of student literacy at the Nizam Private Middle School as follows:

Interest in reading is not just about reading; the duration of students' reading also influences reading *a cellphone* for a long time; students are more bored than reading a book for a long time. The reading culture found in the field is moderate, but it is good in terms of school education reports.

No	Indicator	Achievements	2024 Report Card Score
A.1	Literacy skills	Good	84,44
	Proportion of students with above literacy skills	On	35,56%
	Proportion of students with literacy skills	Reach	48,89%
	Proportion of students with literacy skills in	Under	15,56%
	The proportion of students with literacy skills is far below	Deep in	0,00%

Figure 1. Education report card for 2024

Figure 1 shows from the context of understanding literacy, the report card at An-Nizam Private Middle School proves that the score is 84.44%, which is in the excellent category, so the strategy used by the Principal will have a significant impact when everyone carries out the strategy as planned, but because not everyone carries out the strategy optimally. It has been planned that the reading culture is at a medium level; it has yet to reach the higher category because the duration of the reading culture indicator is not yet optimal, and there needs improvement.

Mrs. Siti Sarah Sitakar, the Head of the library, explained that what the library had achieved in implementing library management strategies in fostering a culture of literacy at An-Nizam Private Middle School, the results seen from the education report cards were good and increasing, even the literacy skills at this Middle School were in the green category, meaning Students can understand by reflecting and even evaluating various types of texts, whether informational or fictional, so they have reached the minimum competency limit.

10

A.1 Literacy skills	Good (79.55% of students have achieved minimum competency)	**79,55**	Competence in reading literary texts

Figure 2. 2023 education report card

Figure 2 shows that reading literacy in 2023 will increase by 4.9% in 2024. As a result of the strategy implemented by the school library, namely, building a physical work environment, teachers have increased their competence to support competence in reading literary texts. So, the number of students at AN-Nizam Private Middle School will also increase if the teacher's literacy increases automatically. The An-Nizam Private Middle School Library builds a physical work environment or classroom reading room in the library so that the school community, both teachers and students, interact with printed reading forms to help develop knowledge, especially literary texts, to encourage interaction between teachers and students to create a positive environment. Rich in text to foster students' literacy culture because currently, students' literacy culture in junior high school is still at a medium level.

They are based on the results of my research through observations and interviews at An-Nizam Private Middle School. The development of student literacy culture in the An-Nizam library can be seen from the results of this year's education report card for literacy, which has increased literacy skills by 4.9%; students can understand using reflection and evaluating various types of texts, be they information or fiction or reading texts. The development is from activating 15 minutes of reading before the subject starts; not only Indonesian language teachers are more active in cultivating a literacy culture. However, starting in the past few months, literacy in schools has become more intense during observations at An-Nizam Private Middle School; the library has experienced changes and developments that are even better than before. The number of student visits to the library has increased due to the involvement of other subjects; outside of class hours, there are hours for each subject and subject teachers are given the freedom to bring their students to the library, even though students visit because of class hours, at least that is the effort made to get students used to developing their literacy culture and students already have an awareness of wanting to read, even though they are still at a moderate level.

11

D. CONCLUSION

The results of the research show that students at An-Nizam Private Middle School have a reading literacy culture; from the education report card side of the Central Education Office of the Ministry of Education and Culture, they are in a suitable category with a score of 84.4, which is up 4.9% from the previous year, their literacy ability to read literary texts is capable. Use reflection and evaluate various texts, whether information fiction or reading texts. However, the duration of reading is still insufficient, the literacy culture is still at a medium level, but the principal will further improve the literacy culture of students at An-Nizam Private Middle School because literacy culture plays a vital role in the student domain, apart from helping do subject assignments and other tasks. Literacy culture can also increase students' scientific insight, improve their beliefs, and make them more sensitive to phenomena around them. Through a culture of literacy among students, it will indirectly build their personal and intellectual character.

Suggestions for fostering a literacy culture at An-Nizam Private Middle School are for teachers to be more consistent in scheduling students to visit the library. The library also needs to add books according to the age of the students and add references to the latest books in the library so that the latest books can be read by students as a source of reading and the latest information for students so that the literacy culture of students at An-Nizam Private Middle School gets better.

REFERENCES

Ahmad, A. (2017). Penerapan Permainan Bahasa (katarsis) Untuk Meningkatan Keterampilan Membaca Siswa Kelas IV A SD Negeri 01 Metro Pusat. *EduHumaniora Jurnal Pendidikan Dasar, 9(2)*, 75–83.

Ariyani, R., Habibah., & Puspita, D. (2021). Membangun Budaya Literasi Mahasiswa di Stai Syekh Maulana Qori (SMQ) Bangko. *Urnal Literasiologi, 6(2)*, 143–151.

Azmar., Neliwati., dan R. (2023). Library Service Mangement to Enhance Students' Reading Interest at state Senior High School 1 Secanggang, Langkat Regancy. *Jurnal Of Education And Technology, 7(2)*, 506–517.

Beers. (2010). *A Principle's Guide to Literacy Instruction*. The Guilford Press.

Hariyanto. (2018). *Strategi Pengelolaan Perpustakaan Dalam Menumbuhkan Budaya Literasi di MAN 1 Gunung Kidul Yogyakarta*. UIN Sunan Kalijaga.

Harumningtyas, D. (2022). Strategi Meningkatkan Budaya Literasi Dalam Pengembangan Perpustakaan Sekolah Di SMK 2 Samarinda. *Jurnal Pendidikan Dan Sosial Humaniora., 2(3)*, 11–52.

Ibrahim. (1996). *Pengelolaan Perpustakaan Sekolah*. Bumi Aksara.

Inawati, I. (2022). Peran Pepurstakaan Sekolah Dalam Menciptakan Budaya Literasi Siwa Pada Jenjang Pendidikan Menengah. *Trends In Library*

Developments, *3(1)*, 1–13.

Iztihana, A., A. M. (2020). Peran Pustakawan MTs N 1 Jepara Dalam Upaya Mengembangkan Minat Kunjungan Siswa Pada Perpustakaan. *Jurnal Ilmu Perpustakaan. 1(9).*, *9(1)*, 93–103.

Khoirudin, A., Setyawati,R. D., & Nursyahida, F. (2017). Profil kemampuan literasi matematika siswa berkemampuan matematis rendah dalam Menyelesaikan Soal Berbentuk PISA. *Jurnal Aksioma, 8(2), 33-42.*

Munarika, N. (n.d.). Strategi dalam Meningkatkan Kepuasan Anggota Penabung denga Akad Wadi'ah di Kantor Pusat Baitul Maal Wat-Tanwil (BMT) Pahlawan tulungagung. In *2018*. http://repo.uinsatu.ac.id/id/eprint/8443

Nugroho, R. D. (2003). *Kebijakan Publik: Formulasi, Implementasi, Evaluasi,*. PT. Elex Media Komputindo.

Saiful Haq, Rizal, A Rasyid Saifuddin dan Rifa'i, A. (2006). Perpustakaan dan Pendidikan Pemetaan Peranserta Perpustakaan dalam Proses Belajar Mengajar. In S. Hakim, Abdul (Ed.), *Fakultas Adab & Humaniora UIN Syarif Hidayatullah* (Vol. 2).

Sugiono. (2022). *Metode Penelitian Kualitatif. Kualitatif, dan R & D*. alfabeta.

Suryani, I. (2017). Pengelolaan Perpustakaan Sekolah Sebagai Sumber Belajar Siswa Sekolah Dasar. *Jurnal Gentala Pendidikan Dasar*, *2(2)*, 292–309.