From Campaign to Habit: The Impact of Library Promotion on Student's Reading Interest at SD Negeri Mulo II Wonosari

Supiyatmi
Librarian of Mulo Wonosari State School

* Corresponding author:
Supiyatmi, Librarian of Mulo Wonosari State School, Indonesia. ✉supiyatihafis@gmail.com

Article Info	Abstract
	Background: The library plays an important role in supporting the teaching and learning process at SD Negeri Mulo II Wonosari, which has a large number of students and requires guidance to improve reading interest. **Aims:** To determine the extent of the library's role in increasing students' reading interest at SD Negeri Mulo II Wonosari. **Methods:** This study uses a qualitative descriptive approach with data collected through observation, interviews, and documentation. **Results:** The findings show that the library employs several promotional strategies, including book exhibitions, read-aloud sessions, reading corners, mandatory 15-minute reading activities, group discussions, and participation in the School Literacy Movement (SLM). These initiatives have successfully encouraged students to visit the library more frequently, borrow books, and participate in literacy programs. Read-aloud sessions and reading corners were found to be the most effective approaches. However, challenges such as limited collections, inadequate facilities, low teacher involvement, and restricted library hours reduce the optimal impact of these programs. **Conclusion:** Library promotion strategies have a significant positive influence on students' reading interest and early reading habits. Enhancing collaboration among librarians, teachers, and school administrators, improving facilities, and expanding book collections are essential for sustaining literacy development. Future research could employ mixed methods to explore long-term literacy outcomes and behavioral changes in students' reading practices.

INTRODUCTION

School libraries are essential learning centers that help students expand their knowledge and develop independent study habits. When students have regular access to a well-organized library, they are more likely to engage in meaningful reading activities, which contributes to the formation of a well-educated and informed generation. Recent international studies show that strong school library programs significantly improve students' academic achievement. For instance, Wine et al. (2023) reported that schools with qualified, full-time librarians tend to achieve better literacy and numeracy outcomes, reflecting the important contribution of libraries to student learning.

A school library is an integral component of an educational institution and plays a key role in supporting its academic objectives (Hartono, 2015). However, reading interest does not emerge naturally; it must be nurtured through consistent exposure to engaging reading environments. Merga and Ledger (2019) highlight that students who experience regular opportunities to read at school tend to develop more positive attitudes toward reading. Yet, many schools still encounter challenges in motivating students to visit the library and utilize available resources.

The effectiveness of a school library can be observed through its level of user engagement. For this reason, librarians must offer high-quality services, maintain an appealing library environment, and adopt strategies that effectively attract students. According to Page and McKenzie (2021), actively promoting library services can significantly strengthen a school's reading culture and increase student participation. Such promotional efforts help students understand how to access collections, what services are available, and how libraries can support their learning needs.

Interest, including interest in reading, is closely linked to emotional engagement and internal motivation. When students develop genuine interest, they read voluntarily and with greater enjoyment. One method proven to enhance reading motivation is the read-aloud technique. Moussa and Koester (2022) found that incorporating daily read-aloud activities significantly boosts early-grade students' literacy skills. This suggests that combining promotional efforts with engaging reading approaches can create a more supportive environment for developing reading interest.

To help increase students' reading interest at SD Negeri Mulo II Wonosari, this study applies a library promotion strategy alongside the read-aloud method. Promotion, as defined by Rahma (2018), involves introducing library programs and activities to ensure that they are widely known and utilized. International research also supports the use of interactive reading methods; for example, Sezer et al. (2021) found that interactive read-aloud activities can improve student engagement and comprehension more effectively than traditional reading approaches.

Teachers also play a vital role in shaping students' reading behavior. Their encouragement can motivate students to visit the library more often and make better use of its resources. Gray and Smith (2024) observed that students tend to use library services more frequently when teachers actively promote library-based learning. This highlights the importance of collaboration between librarians and teachers in fostering a strong reading culture in schools.

Given the existing challenges this study focuses on exploring strategies for promoting library collections as a way to improve students' reading engagement. Therefore, the researcher proposes the study titled: "Library Promotion Strategy in Increasing Reading Interest for Students at SD Negeri Mulo II Wonosari."

METHOD

The approach used in this study is a qualitative research method. According to Sugiyono (2020), the qualitative research method is a research method used to research on the condition of natural objects, where the researcher is the key instrument, the data collection technique is carried out in triangulation (combined), data analysis is inductive, and the results of qualitative research emphasize meaning rather than generalization. The qualitative method is research that focuses on the observation of events, phenomena that are studied that are complex, social that cannot be corroborated and try to understand the behavior of the individuals observed. This method is suitable to be applied in this research because it is in accordance with the purpose and nature of the research to be obtained, namely to obtain in-depth data about the information of the Mulo II Wonosari State Elementary School Library through facts in the field.

The data collection techniques in the research conducted by the researcher at SD Negeri Mulo II Wonosari are as follows:
1. Observation
   According to Nasution in Sugiyono (2020), observation is a condition where direct observation is carried out by researchers in order to be better able to understand the context of data in the overall social situation so that a holistic view can be obtained. The observation used by the researcher is direct observation. The researcher conducted direct observations to obtain valid data. Researchers get information according to the actual circumstances.
2. Interview
   According to Esterberg in Sugiyono (2020), an interview is a meeting of two people to exchange information and ideas through questions and answers, so that meaning can be contributed to a certain topic. The interviews conducted by the researcher are flexible interviews and the arrangement of questions in each question can be changed according to needs and conditions.
3. Documentation

According to Sugiyono (2020), documentation is a collection of records of events that have been valid, either in the form of writings, pictures/photographs or monumental works from a person/agency. Documentation was selected to obtain data directly from the research site such as written reports, activity reports, photographs, activity recordings, and data relevant to the research context. This technique is used to reinforce the data obtained.

The data sources in this study were obtained from library officers and users of SD Negeri Mulo II Wonosari.

Data processing data analysis in this study, the researcher chose a descriptive analysis, namely looking at facts, events and looking for the connection between a symptom and other symptoms. The data that has been described in the form of a narrative is finally given a conclusion that is made by looking at all the data obtained during the research process.

RESULTS AND DISCUSSION

Results

Promotion Strategy currently carried out at SD Negeri Mulo II Wonosari

The library is one of the sources of learning and information for students. When students often read books in the library, they will gain more information and wider knowledge. Reading habits must be cultivated and fostered from an early age. Primary school age is the right age for children to build reading habits. This reading habit is related to the child's interest in reading, fostering reading habits that students must have well.

Activities carried out in the form of efforts to increase the reading interest of elementary school students include:

1) Provides a wide range of collections
   The library that provides a wide variety of collections aims to make students not feel bored with monotonous reading. The large number of collections in the library will be an attraction for students to visit the library frequently.
2) Holding a modest exhibition
   A simple exhibition that is carried out by displaying the latest books and books that are in great demand by students.
3) Implement the read-aloud method
   The approach with the reading aloud method is the activity of reading the reading text loud and clear, accompanied by the right intonation, mimics, and appropriate expressions. This activity is carried out during the first break and during empty lesson hours.
4) Implementing the School Literacy Movement (GLS) program
   The School Literacy Movement program is carried out in an effort to get used to 15 minutes of reading. This activity is carried out, for example, with teachers reading books and students reading in their hearts.
5) Hold a reading corner
   The effort made in holding a reading corner is to provide a space located in the corner of the room equipped with a collection of books that act as an extension of the library's function.
6) Require library visits with mandatory reading for at least 15 minutes per day.
   This library visit activity is carried out by requiring students to visit the library with a minimum reading of 15 minutes per day. Students will come to the library during breaks.
7) Hold student group discussions
   The student group discussion was carried out guided by the library staff and assisted by other teachers.
8) Audio-visual movie playback in another room
   The librarian's program with an audio-visual film screening is held during free hours during teaching hours.
9) Conducting student reading guidance according to the reading they are interested in

Conducting reading guidance with readings that students are interested in is the support of librarians and teachers for the development of reading. This effort aims to help students develop their interest in reading.

Promotion Effectiveness applied at the Mulo II Wonosari State Elementary School Library.

The implementation of promotional activities carried out at the library of SD Negeri Mulo II Wonosari as a whole has been effective and the number of library visitors has increased and users are enthusiastic about participating in promotions. Some of the factors that are the benchmark for the effectiveness of the promotion applied are:

1) Increasing number of library visitors every day
2) Increasing number of library book borrowers
3) Active-use users participate in the competition after several strategies are implemented
4) Active users make school wall magazines
5) The increase in the trust of the principal can be seen from the smooth running of activities related to literacy.
6) Support from the parents of students, judging from the assistance of goods or services launched for this promotional program. For example, book alms to maximize the promotion of reading corners.

Library Promotion Results on the Increasing Reading Interest of Elementary School Mulo II Wonosari Users

The promotion that has been carried out by the Mulo II Wonosari State Elementary School library has been running in the library. Some of the programs that have been carried out in order to promote the library of SD Negeri Mulo II Wonosari which are superior, namely:

1) Read aloud
2) Reading Corner
3) Must read for at least 15 minutes per day

Discussion

The findings of this study show that low reading interest among students has direct implications for their ability to think critically. Prior research has consistently emphasized that reading engagement plays a central role in shaping students' analytical and cognitive development (Afflerbach et al., 2020; Logan et al., 2019). In the context of school libraries, factors such as the availability of diverse collections, appealing services, and engaging instructional approaches significantly influence students' motivation to read. When these elements are well-managed, students—particularly at the elementary level—are more likely to develop stable reading habits that support long-term learning (Muñoz et al., 2022).

A well-functioning school library contributes substantially to students' academic and personal growth. Beyond classroom-based knowledge, libraries expose students to broader sources of information, enabling them to acquire new insights and expand their perspectives. International studies demonstrate that students who frequently utilize library resources tend to develop stronger literacy competencies and broader worldviews than those who do not (Morris & Cahill, 2022; Teravainen & Clark, 2017). Increased library use also correlates with improved independent learning skills.

Furthermore, libraries play an important supportive role in the teaching–learning process. Teachers benefit from access to rich instructional materials, while students become more engaged when learning activities incorporate library resources. When students actively interact with reading materials and engage in peer discussions, their comprehension and communication skills improve (Garbe et al., 2021; Tseng et al., 2023). This aligns with the broader understanding that integrated library use enhances overall learning outcomes.

The study also highlights that extensive library use supports the development of students' literacy skills. Exposure to varied reading materials improves vocabulary acquisition, strengthens communication abilities, and increases students' confidence in expressing ideas. Prior research confirms that literacy-rich environments contribute to improved academic achievement and long-term cognitive development (Mol & Bus, 2020; Kendeou et al., 2023).

The promotional strategies implemented at SD Negeri Mulo II Wonosari—such as read-aloud activities, the creation of reading corners, and mandatory daily reading—were shown to be effective in increasing student engagement. Read-aloud methods, although relatively new in the school's library program, successfully attracted student participation, aligning with global research that identifies read-aloud practices as effective for improving motivation and reading comprehension (Moussa & Koester, 2022; Sezer et al., 2021). The school's support for these programs further strengthened their implementation and outcomes.

Despite these positive results, improvements are still necessary. The library's book collection needs greater diversity to better meet students' varied interests and information needs. Expanding the collection is essential to sustaining long-term reading engagement, as students are more motivated to read when offered materials that align with their preferences (Guthrie et al., 2020; Neumann et al., 2024). Hence, enhancing the collection should be a priority for ensuring the continued success of the promotional strategies.

Implications

The findings have several implications for literacy development in primary schools. Libraries should integrate structured and engaging literacy programs into daily school routines to build reading habits from an early age. A diverse and sufficiently large collection is essential to sustain students' reading interest and prevent boredom. Active collaboration between librarians and teachers is crucial to embedding library use in classroom learning. Schools need to provide adequate infrastructure to encourage frequent library visits and create a conducive reading environment.

Limitations

The obstacles faced in carrying out promotions at the library of SD Negeri Mulo II Wonosari are:
1) The collection of readings owned by the library of SD Negeri Mulo II Wonosari is still limited. It is necessary to increase the collection of readings both in terms of the number and type of collection. This is one of the obstacles for libraries to optimize students' reading interests. Some students feel bored with a collection of readings that are not varied.
2) Inadequate library facilities. Inadequate facilities make there is a lack of interest among students to visit the library.
3) Lack of teacher participation in the use of libraries for students.
4) Limited hours or hours. Visiting hours or library opening hours that are only during school breaks make the lack of library visitors.

Research Contribution

This study contributes to the understanding of effective promotional strategies that increase reading interest among primary school students. The practical role of school libraries as literacy-supporting environments rather than mere book storage spaces. The importance of integrating multiple literacy approaches (read-aloud, reading corners, GLS, audio-visual) to promote sustained reading habits. The relationship between library promotion, student participation, and improvements in literacy outcomes.

Suggestions

Based on the findings, the following recommendations to increase the diversity and number of book collections to accommodate different reading interests and levels. Improve library facilities, including seating, lighting, and reading spaces, to create a more welcoming environment. Encourage greater teacher involvement in literacy activities and integrate library use into lesson planning. Extend library opening hours to allow more flexible access for students. Continue and strengthen effective programs such as *read-aloud*, reading corners, and mandatory daily reading, while introducing new, innovative literacy initiatives. Conduct further research using mixed methods to provide deeper insights into the relationship between library promotion and literacy outcomes.

CONCLUSION

Based on the findings of research on library promotion strategies to increase reading interest for students at SD Negeri Mulo II Wonosari, we can conclude that the various efforts that have been made are effective in increasing students' interest in reading. The efforts carried out include providing various collections, implementing strategies for reading aloud, reading corners and mandatory library visits by reading for at least 15 minutes per day. From the research carried out, the reading corner gives students the freedom to read books according to their interests, while the strategy of reading aloud provides students with the opportunity to understand new terms.

From the research carried out by the author at the school, the school library has carried out various efforts to increase visits to the library as well as students' and teachers' reading interest in strategies that are carried out quite effectively to attract students' interest in reading,
The obstacles encountered when carrying out promotions are limited time, the existing collection library is not used by librarians, and the school does not involve students in the use of the library.

ACKNOWLEDGMENT

REFERENCES

Afflerbach, P., Cho, B.-Y., Kim, J., & Crassas, M. (2020). Developing critical reading: The interaction of metacognition, motivation, and reading competence. *Reading Research Quarterly, 55*(S1), S89–S104.

Garbe, A., Ogurlu, U., Logan, N., & Cook, P. (2021). COVID-19 and remote learning: Experiences of parents with children during the pandemic. *Education Research International*, 2021, 1–10.

Gray, B., & Smith, J. (2024). *Student perceptions of primary school library support: A mixed-methods study.* Journal of Librarianship and Information Science, 56(4), 512–529. https://doi.org/10.1177/09610006251322983

Guthrie, J. T., Klauda, S. L., & Ho, A. N. (2020). Modeling the relationships among motivation, engagement, and achievement in reading. *Reading Research Quarterly, 55*(3), 473–493.

Hartono. 2015. *Dasar-dasar Manjemen Perpustakaan Dari Masa Ke Masa*. Malang: Uin Maliki Press (Anggota IKAPI).

Kendeou, P., McMaster, K. L., & Christ, T. (2023). The science of reading: A proposed framework. *Educational Psychology Review, 35*, 1–25.

Logan, S., Medford, E., & Hughes, N. (2019). The importance of intrinsic motivation for reading. *Journal of Research in Reading, 42*(3), 432–451.

Merga, M. K., & Ledger, S. (2019). *Sustaining reading engagement: School reading time and student attitudes.* Reading Research Quarterly, 54(3), 289–304. https://doi.org/10.1002/rrq.234

Mol, S. E., & Bus, A. G. (2020). To read or not to read: Review of the evidence on read-aloud effects. *Developmental Review, 57*, 100924.

Morris, R., & Cahill, M. (2022). The impact of school libraries on student achievement: A systematic review. *School Library Research, 25*, 1–30.

Moussa, W., & Koester, E. (2022). *Effects of story read-aloud lessons on literacy development in the early grades: Experimental evidence from Nigeria.* Reading Research Quarterly, 57(2), 587–607. https://doi.org/10.1002/rrq.427

Muñoz, M., Valenzuela, J. P., & Sotomayor, C. (2022). Early reading habits and academic performance. *Learning and Instruction, 80*, 101600.

Neumann, M. M., Kaefer, T., & Neumann, D. L. (2024). Enhancing reading motivation through access to diverse books: Evidence from a longitudinal study. *Journal of Educational Psychology, 116*(1), 124–139.

Page, M., & McKenzie, J. (2021). *Promoting school reading culture: Strategies that work.* International Journal of Educational Research, 105, 101714. https://doi.org/10.1016/j.ijer.2021.101714

Rahma, Elva. (2018). Theory and Application Library Access and Services [Akses dan Layanan Perpustakaan Teori dan Aplikasi]. Jakarta: Prenada Media Group.

Sezer, B. B., Cetinkaya, F. C., Tosun, D. K., & Yildirim, K. (2021). A comparison of three read-aloud methods with children's picture books in the Turkish language context: Just reading, performance based reading, and interactional reading. *Studies in Educational Evaluation*, *68*, 100974.

Sugiyono. (2020). Quantitative, Qualitative, and R&D Research Methods [Metode Penelitian Kuantitatif, Kualitatif, dan R&D]. Bandung: Alfabeta.

Teravainen, A., & Clark, C. (2017). A literature review of current provision and evidence of impact. nlt.hacdn.io

Tseng, M.-H., Liu, H.-C., & Wu, Y.-T. (2023). Library-integrated learning and cognitive engagement in elementary education. *Education and Information Technologies, 28*, 1579–1601.

Wine, L. D., Pribesh, S., & Dickinson, G. (2023). Effects of school librarians on reading and mathematics achievement. *Library & Information Science Research, 45*, 101252. https://doi.org/10.1016/j.lisr.2023.101252