

The Effectiveness of Active Library on Students Learning Interests at SDN Margahayu VI

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Abstract: This study aims to determine the effectiveness of the school library on students' interest in learning at SDN Margahayu VI. This research method uses a qualitative method using a population and a sample of students at SDN Margahayu VI. This research is to find out the Effectiveness of the Active Library on Students' Learning Interests at SDN Margahayu VI. After collecting various information from relevant articles, it can be concluded that there is a positive relationship between the effectiveness of the school library on students' interest in learning at SDN Margahayu VI. With this collection of reading books, elementary school students become more active in reading and are happy to visit the library. They can also gain understanding from the collection of reading books so that they can increase interest in reading and improve student grades through the library.

Keywords: Effectiveness; Library; Interest To Learn.

INTRODUCTION

Implementation of education will run optimally if educators are able to use all the facilities and infrastructure provided by the school. The library is a very important learning resource. The library allows education staff and students to have the opportunity to broaden and deepen knowledge by reading library materials that contain the necessary knowledge.

The principal must have a strategy and mission in providing learning facilities that can improve teaching and learning achievement and can lead to creativity, innovation, entrepreneurial spirit and awareness for lifelong learning (Isnaini et al., 2021). The school library is not only a provider of reading for students in their spare time. The library must be a source, tool, and means for student learning. The library must be ready at any time to support and be involved in the implementation of the learning process, both inside and outside of class hours. Its existence is very important as a source of learning.

Libraries can be used as a means of adding insight and knowledge, increasing students' interest and reading habits, a means of seeking knowledge or information and the library can also be used as a place for discussion, a place to exchange ideas between study groups (Prigoda & McKenzie, 2007). The school library collection is not limited to storing textbooks, but must be able to provide alternative sources of knowledge needed by students, because the existence of libraries has so far been difficult for students to access. What's more, there is a tendency for learning patterns in elementary schools to generally rely only on textbooks determined by the school. Ironically, textbooks often come from only one publisher and are selected based on the closeness of the government or school management to a particular publisher. This condition triggers students' desire to look for sources of reading or information outside of textbooks. The function of the school library has received less attention, in fact the existence of the school library depends on the commitment of the school community since teachers, students and support from the principal how to react.

So far, school principals tend to be more tempted to build school facilities such as fields, build multi-storey schools, or buy air conditioning, so that the procurement and maintenance of libraries tends to be sidelined (Cao et al., 2020). Ideally the school library contains companion books, books should also be more specific as supporting and complementary materials, namely something that is in accordance with the teaching materials provided by the teacher to support teaching and learning activities but is difficult for children to access, either because they are expensive or limited. Schools also don't need to hesitate to attract children to come to the library by providing books of fiction, comics, and folklore that have positive value. Management of the school library must also be done professionally (Febriyana et al., 2018). Managers must seriously carry out their activities in order to achieve progress and the learning process in schools (Akbar et al., 2021). So it cannot be denied, there is a need for librarians who are ready to manage the library professionally, or at least have one person in charge of managing and caring for the books in the library. In fact now, many school libraries are still managed haphazardly. There are still many school libraries that are only warehouses for old books and unused textbooks.

METHOD

In this study used a qualitative approach method. This study aims to find out in detail and depth about the interest of elementary school students by observing students' reading interest. This research was conducted at an elementary school located at JL. H. Mulyadi Djoyomartono, No. 23, Margahayu, East Bekasi RT.002/RW.021, Margahayu, Kec. Bekasi Team, Bks Kota, West Java 17113. The research was conducted in the morning and during recess and in the afternoon when students came home from school. The object of this research is the school library and students whose reading interest is low due to several factors such as laziness, unattractive places to read and books that are too expensive.

According to Ruslan in (Sugiyono, 2009), states that qualitative descriptive research is data collection carried out in natural conditions (natural setting). Based on the statement above, the data collection technique used in the research at SD Negeri Margahayu VI, JL. H. Mulyadi Djoyomartono, No. 23, Margahayu, East Bekasi, namely using observation techniques. According to Ruslan in (Sugiyono, 2009), states that observation is the basis of all science. The data collection technique used in this study is the observation of a group of people who must actively participate, namely direct observation of the subjects where they are and what they usually do. Observations in this study were carried out by directly observing the conditions that occurred during the learning process at SD Negeri Margahayu VI, the conditions were good both in terms of physical condition and students' reading interest.

The lack of interest or motivation of students to read in this elementary school is that they do not know and do not understand the importance of the library. Because the library is a place for various kinds of books and book warehouse is a place for various kinds of knowledge. Store books, etc. However, the library is not only for storing books and collecting books. In the learning process, the availability of sufficient and adequate and interesting books can make students arouse a sense of interest in reading books. In addition, the school must be able to determine conducive learning conditions, so that students focus and students' interest in reading increases.

Factors that affect students' low interest in reading are: internal factors and external factors, internal factors (feelings, attention and motivation), while (external) factors that influence from the outside consist of the role of the teacher, environment, family and facilities. And environmental factors (at school). The results of this study are that the factors that influence students' reading interest come from internal factors, namely the feelings that each student has are different, so to unify these different feelings the researcher collaborates with the school. The steps taken are to provide motivation and enthusiasm, continuous attention to students and attention to increase interest in reading so that they have an interest in reading.

The following are the stages carried out in this community service activation program, namely:

1. Meeting Preparation and Implementation.

The first stage, is a meeting with the principal and librarian regarding setting activity dates, dividing student assignments, and planning the implementation of activities.

In the second stage, students held a meeting about the necessary equipment and also the draft library budget.

2. Preparation for Implementation of Activities

Preparations made at this stage include grouping and tidying up thematic books and textbooks, classifying library books, collecting student data for library cards, making library card designs, printing library cards, making library visit schedules and guard schedules, and decorating the library.

3. Implementation of Activities

Table 1.1 shows the Library activation activities begin on Monday 10 October 2022 carried out for two weeks with three sessions. Table 1.2 shows the session from 09.30 to 10.00 WIB and then followed by the second session at 12.00 to 12.30 WIB then followed by the third session at 13.00 until 13:00 WIB. The following is the schedule of activities.

The following is a library visit schedule at SDN Margahayu VI

day	Monday	Tuesday	Wednesday	Thursday	Friday
Rest I	I A	IB	II A	II B	
Rest II	V A	VB	VI A	VI B	IV A
Rest III		IIIA	III B		IV B

1.1 Tabel Library Visit Schedule of SDN Margahayu VI

Rest I	:	09.30-10.00
Rest II	:	12.00-12.30
Rest III	:	15.00-15.30

1.2 Table Description

RESULTS AND DISCUSSION

We will turn the library at SDN Margahayu VI into a place where students are active in reading activities, can find inspiration, make students creative and can explore various knowledge, a comfortable place to read, books neatly arranged according to the type of book. Likewise to increase students' interest in reading which is still low and students' interest in visiting the library.

Before tidying up and cleaning the library at SDN Margahayu VI, it looked very messy or unkempt. Many books were still scattered on the table or on the floor, because they couldn't get into the bookshelf because too many old books were still together, as well as story books, lessons mixed up everywhere. match each bookcase.

So we rushed to remove the books that were on the bookshelf that looked not neatly arranged, on the table or scattered on the floor because they were still mixed with other types of books, after that we selected books one by one according to their type. the number of books collected According to the type of book, we put the books back on the bookshelf which we have labeled so that children are not confused if they want to visit to read or choose the type of book they want to borrow.

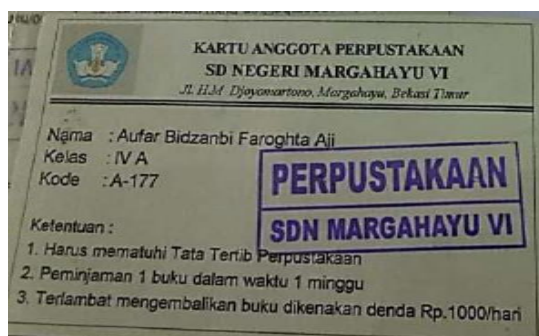
Tidying up library books and cleaning the library



After we named each bookshelf according to the type of book, we also gave wallpaper for us to stick on the bookshelf to make it look nicer and attract students' attention, we also not only cleaned the library and tidied up the books but we also made tables. for library books so that it is recorded who borrowed books that have been returned or who have not returned, we also make library visit cards for students if students want to read and borrow books they can bring the card, if students borrow books then hold the card by the librarian so there is evidence strong if there are students who have not returned the books they borrowed

A month's worth of work was spent tidying up the library, sorting books, keeping track of students' names in each class, and making visiting cards and schedules for all students in grades 1-6. In the end, students are allowed to visit to read books or borrow books.

Library card



Submission of cards and schedule of visits to the homeroom teacher



Before the library was active, many students rarely read books in class or in the library because they were not interested in the library, where there were lots of books everywhere and in uncomfortable places. After the active student library at SDN Margahayu VI, we saw students reading books more often than playing and many students borrowing books to read.

Library storage documentation



The results of research compiled by researchers show. That there is a positive relationship between library effectiveness and students' learning interest at SDN Margahayu VI. Without a strong library effectiveness for schools, students' interest in learning will be low. On the other hand, the effectiveness of the library towards a good school will increase students' interest in learning. And also the higher the student's learning motivation, the higher the student's learning interest. The higher the interest in learning that students have will encourage students to be more active in learning and the frequency of changes in student behavior for each individual learning increases, so that student learning outcomes at SDN Margahayu VI also increase.

CONCLUSION

Based on the data above, the purpose of this study was to determine the effectiveness of the active library on students' interest in learning at SDN Margahayu VI. It can be seen that before the library at SDN Margahayu VI was active, many students rarely read books in class or in the library because they were not interested in the library, where there were lots of books everywhere and in uncomfortable places.

And after activating the library by the way

1. Tidy up the books that are no longer there intact and worth reading.
2. Classify the types of books
3. Cleaning and decorating the library room
4. Create a student membership card
5. Reactivate library activities.

After the existence of a library that was active and comfortable for reading, the students' interest in learning at SDN Margahayu VI became higher than before the existence of the library. Because interest in learning is more visible because of an active and tidy library where students read books more often than play and many students also borrow books to read.

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