LIBRARY MANAGERS' STRATEGY IN INCREASING STUDENTS' READING INTEREST AT MIN 1 MANADO

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Abstrak: Artikel ini bertujuan untuk menganalisis strategi pustakawan dalam meningkatkan minat baca siswa di MIN 1 Manado dan mengungkap faktor penghambatnya. Penelitian ini merupakan penelitian lapangan dengan menggunakan metode kualitatif deskriptif dalam menganalisis data. Data primer diperoleh dari responden penelitian yaitu pustakawan, dan guru, sedangkan buku, artikel jurnal, dan dokumen digunakan sebagai data sekunder. Data penelitian dikumpulkan dengan teknik wawancara mendalam, observasi, dan dokumentasi, serta dianalisis dengan teknik analisis induktif. Penelitian ini menemukan bahwa dalam meningkatkan minat baca siswa, pengelola perpustakaan membentuk kelompok belajar yang menjadwalkan kunjungan ke perpustakaan dan membuat tempat baca (pojok baca) di setiap kelas. Selain itu, kegiatan membaca dilakukan dengan mengadakan storytelling, berkunjung ke perpustakaan untuk membaca selama 1 jam, memberikan technical reading, serta memberikan penghargaan kepada siswa yang rajin berkunjung dan meminjam buku di perpustakaan. Kegiatan dan program membaca yang telah disebutkan sebelumnya menarik minat siswa untuk aktif membaca. Selain itu, pengelola perpustakaan bekerjasama dengan wali kelas dan guru mata pelajaran, serta alumni (1 alumni, 1 buku cerita) dalam meningkatkan minat baca siswa. Terakhir, ditemukan faktor penghambat peningkatan minat baca siswa adalah keterbatasan jumlah koleksi buku, minimnya jumlah pengelola perpustakaan, dan kecilnya ruang perpustakaan. Oleh karena itu, diperlukan peran pemerintah terutama dalam hal penambahan koleksi buku, perekrutan tenaga perpustakaan, dan perluasan ruangan perpustakaan.

Abstract: Library Managers' Strategy in Increasing Students' Reading Interest at MIN 1 Manado. This article aims to analyze the librarian's strategy for increasing students' reading interest at MIN 1 Manado and reveal its inhibiting factors. This study is field research using descriptive qualitative methods in analyzing the data. Primary data were obtained from research respondents, namely librarians and teachers, while books, journal articles, and documents were used as secondary data. The research data were collected using in-depth interviews, observation, and documentation techniques, and analyzed using inductive analysis techniques. This study found that in increasing students' reading interest, library managers formed study groups that scheduled visits to the library and made reading places (reading

corners) in each class. In addition, the reading activities were carried out by holding storytelling, visiting the library to read for 1 hour, providing technical reading, as well as giving awards to students who diligently visit and borrow books at the library. The previously mentioned reading activities and programs attract students to read actively. Moreover, library managers collaborated with homeroom and subject teachers, and alumni (1 alumnus, 1 story book) in increasing students' reading interest. Lastly, it was found that the inhibiting factors in increasing students' reading interest were the limited number of book collections, the minimum number of library managers, and the small size of the library space. Therefore, it requires the government's role, especially in terms of adding book collections, recruiting library staff, and expanding library rooms.

Introduction

Literacy demonstrates a person's breadth of knowledge on a scientific topic. However, in the Indonesian context, literacy in terms of reading is a big problem, as shown by various research results.[1] In 2016, the results of the Most Littered Nation in the World research, Central Connecticut State University stated that literacy in Indonesia was ranked 60th out of 61 countries surveyed.[2] Not long ago, Indonesia was ranked 62 out of 70 countries related to literacy levels[3] or was in the bottom 10 countries with low literacy levels as per the Program for International Student Assessment (PISA) survey released by the Organization for Economic Co-operation and Development in 2019.[4]

The data above shows that Indonesia is lagging behind in terms of literacy, especially reading. According to M. Syarif Bando (Head of the National Library of Indonesia), the low interest in reading causes Indonesia to be low in various aspects, such as competitiveness, the human resources development index, and innovation.[5] Thus, the role of the state is needed in distribute books that are in accordance with the needs of the community from Sabang to Merauke, including the libraries of schools in the area. In addition, the role of the librarian is needed in managing the school library so that students' interest in reading increases.

According to Adams, students must read a lot in order to become lifelong readers. One of the most significant steps toward information mastery and insight is to improve one's reading skills and talents.[6] The ability to read, on the other hand, must be accompanied by a desire to read, enjoy reading,[7] and comprehend[8] the intricacy of reading texts. Reading will pique one's interest if there is a strong desire to do so, including surviving when the reading text is tough to comprehend.[9] As a result, the library must provide library materials that are relevant to users' interests and needs, as well as the use of library strategies, good service for librarians, a welcoming library environment, and a conducive library situation to encourage visitors to use the library as a learning and entertainment environment.

Various studies state that students' reading interests are influenced by how teaching strategies are used. For example, a study conducted by Kasper et al.,[10] said interest in reading could be increased through teacher strategies in the language teaching process, while Sutarti[11] emphasized the use of teaching methods, namely experiential models and classical

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[1] Meida Fitriana, "Students' Reading Strategies in Comprehending Academic Reading: A Case Study in an Indonesian Private Collage," *International Journal of Language Education* 2, no. 2 (2018): 43–51, https://eric.ed.gov/?id=EJ1245042.

[2] Erond Litno Damanik, "Blended Learning: An Innovative Approach on Social Sciences at Indonesian Higher Education," *Education Quarterly Reviews* 3, no. 1 (March 30, 2020): 52–65, https://doi.org/10.31014/aior.1993.03.01.117.

[3] Larasati Dyah Utami, "Tingkat Literasi Indonesia Di Dunia Rendah, Ranking 62 Dari 70 Negara," Tribunnews.com, April 22, 2021, https://www.tribunnews.com/nasional/2021/03/22/tingkat-literasi-indonesia-di-dunia-rendah-ranking-62-dari-70-negara?page=2.

[4] OECD, *PISA 2018 Results (Volume II)*, PISA (Paris: PISA, OECD Publishing, 2019), https://doi.org/10.1787/b5fd1b8f-en.

[5] Utami, "Tingkat Literasi Indonesia Di Dunia Rendah, Ranking 62 Dari 70 Negara."

[6] Marilyn Jager Adams, *Beginning to Read: Thinking and Learning about Print* (Cambridge, MA: MIT Press, 1990).

[7] Linda B. Gambrell, "Getting Students Hooked on the Reading Habit," *The Reading Teacher* 69, no. 3 (November 2015): 259–63, https://doi.org/10.1002/trtr.1423.

[8] Marilyn Jager Adams, "Advancing Our Students' Language and Literacy: The Challenge of Complex Texts," *American Educator* 34, no. 4 (2011): 3–11, https://eric.ed.gov/?id=EJ909920.

[9] Elfrieda H. Hiebert, "The Forgotten Reading Proficiency: Stamina in Silent Reading," in *Stamina, Silent Reading, & The Common Core State Standards*, ed. Elfrieda H. Hiebert (Santa Cruz, CA: Text Project, 2014), 1–26.

[10] Maile Kasper, Krista Uibu, and Jaan Mikk, "Language Teaching Strategies' Impact on Third-Grade Students' Reading Outcomes and Reading Interest," *International Electronic Journal of Elementary Education* 10, no. 5 (2018): 601–10, https://www.iejee.com/index.php/IEJEE/article/view/509.

[11] Tatik Sutarti, "Efforts to Increase Students Reading Interest on Educational Reference Through Classical Guidance and Counseling Experiential Learning Model," *Journal of Education, Teaching and Learning* 2, no. 1 (2017): 59–64, https://www.learntechlib.org/p/209156/.

counseling. Meanwhile, Dickerson's[12] study said that students' reading interests can be increased through a reading culture in the classroom.

Previous studies have shown that students' reading interests can be increased through teacher teaching strategies and methods, as well as a reading culture in the classroom. Meanwhile, the focus of this study is more on the strategy of library management in increasing students' reading interests, which makes it different from previous studies. The purpose of this study was to determine the strategy of library managers in increasing students' reading interests, including the obstacles faced by library managers in increasing students' reading interests.

Literature Review

In the *General Indonesian Dictionary*, "interest" is the attention, liking, and inclination of the heart towards something.[13] Prastowo said that interest is not innate but cultivated, studied, and developed, while reading is the process of capturing or obtaining the concepts intended by the author, interpreting, or acting.[14] According to Darmono, interest in reading is a mental tendency that encourages someone to do something (read),[15] while Bastiano defines it as a strong and deep concern accompanied by feelings of pleasure towards reading activities on the basis of their own volition.[16]

Reading is an activity that is very important in adding insight.[17] In general, Supriyanto[18] mentions six purposes of reading, namely: (1) to create a system of growth and development of the value of science that is in accordance with the needs of the community; (2) to develop a reading society, for all types of reading in the community; (3) to improve self-development and knowledge, so that the power of reason is developed and broad-minded; (4) to meet intellectual demands. Reading books increases knowledge and increases the differences between words, training imagination and the reason so that intellectual satisfaction is satisfied, meeting life's necessities, and knowing the actual things.

According to Sinaga,[19] the benefits of reading include: (a) making it easier to understand various subjects; (b) enhancing students' abilities in comparing, researching, and sharpening the lessons they have learned in class; (c) increasing appreciation of literature and other arts; (d) increasing the ability to know oneself and the environment; (e) improving skills and broadening interest in various hobbies and activities that are beneficial for personal development, for example, doing business; (f) Developing good character and personality; (g) Improving taste and ability to distinguish between good and bad deeds; (h) Filling free time with positive activities; (i) Educating for independent learning; (j) Adding vocabulary; (k) Educating to think critically and know various problems in the surrounding environment and the public; (l) Triggering the emergence of new ideas and broadening experience; (m) Simple and inexpensive recreational facilities. Reading the books, he likes can provide freshness and happiness for students.

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[12] Katie Dickerson, "Reimagining Reading: Creating a Classroom Culture That Embraces Independent Choice Reading," *Penn GSE Perspectives on Urban Education* 12, no. 1 (2015), https://eric.ed.gov/?id=EJ1056721.

[13] W. J. S. Poerwadarminta, *Kamus Umum Bahasa Indonesia*, 3rd ed. (Jakarta: Balai Pustaka, 2007).

[14] Andy Prastowo, *Manajemen Perpustakaan Sekolah Profesional* (Yogyakarta: Diva Press, 2012).

[15] Agus Darmono, *Manajemen & Tata Kerja Perpustakaan Sekolah* (Jakarta: PT. Grasindo, 2004).

[16] U. S. Bastiano, *Pembinaan Minat Baca* (Tangerang Selatan: Universitas Terbuka, 2014).

[17] Muh Idris and Sabil Mokodenseho, "Model Pendidikan Islam Progresif," *J-PAI: Jurnal Pendidikan Agama Islam* 7, no. 2 (July 13, 2021): 72–86, https://doi.org/10.18860/jpai.v7i2.11682.; Ismail Suardi Wekke and Sabil Mokodenseho, "Religious Teaching and Learning in Minority Muslim of Manado Indonesia," in *Proceedings of the 2nd International Conference on Education, Science, and Technology (ICEST 2017)* (Atlantis Press, 2017), 187–89, https://doi.org/10.2991/ICEST-17.2017.62.

[18] Supriyanto, *Peran Perpustakaan Dan Pustakawan Dalam Meningkatkan Minat Dan Budaya Baca* (Jakarta: Tribun, 2006).

[19] Dian Sinaga, *Mengelola Perpustakaan Sekolah* (Bandung: Bejana, 2011).

Interest in reading must be seen as a whole, as there are many factors that influence it.[20] According to Saleh,[21] there are several factors that influence reading interest, including: (a) family environmental factors, for example, family reading habits in the home environment; (b) factors of education and school curriculum that are not conducive; (c) community infrastructure factors that do not support increasing interest in reading; and (d) the existence and access of reading materials. Meanwhile, according to Sudarsana in Bastiano,[22] among others: (1) lack of library management staff; (2) lack of funds for fostering reading interest; (3) limited library materials; (4) lack of variety in the types of library services; (5) limited library space; (6) limited library equipment; (7) lack of libraries; and (8) lack of outreach libraries.

According to Sutarno, the driving factors for the rise in interest in reading are interest, passion, and hobby in reading. These factors include: (a) high curiosity about facts, theories, principles, knowledge, and information; (b) an adequate physical environment, in terms of the availability of interesting, quality, and varied reading materials; (c) a conducive social environment, meaning that there is a climate that is always used at a certain time for reading; (d) a thirst for information and curiosity, especially the actual; and (e) the principle of life that reading is a spiritual need.[23] Meanwhile, according to Saleh, the inhibiting factors for the rise of interest in reading are, namely: the existence of interesting books, both domestic and foreign publications; the price of books is becoming increasingly unaffordable to the public; and, the lack of availability of free reading gardens with a complete and interesting collection.[24] Meanwhile, according to Bastiano, these are the following: (1) a lack of vocabulary in the language; (2) limitations in the ability to spell; (3) a lack of understanding words; (4) obstacles in appreciating the meaning of words; (5) a lack of self-concept as a reader; (6) reading in a hurry; (7) a lack of memory; (8) a lack of concentration; (9) a tendency to treat each word the same; (10) delayed reading until the last phase; (11) reading that causes nervousness, does not rest and causes fatigue.[25]

Students' interest in reading can be increased through books in the school library. Aziz defines a school library as a library incorporated into a school and fully managed by the school to achieve school goals and educational goals in general.[26] In line with Aziz, Bafadal defines a school library as a library organized in schools to support teaching and learning programs in formal education institutions at the elementary and secondary levels, both public and secondary schools.[27] Meanwhile, according to the Regulation of the Head of the National Library of Indonesia No. 10/2017 concerning National Standards for Primary School/Madrasah Ibtidaiyah Libraries, school libraries are libraries located in formal education units within the primary school/madrasah ibtidaiyah education environment, which are an integral part of the activities of the school concerned, and are one of the learning resource centers to support the achievement of the educational goals of the school concerned.

According to Nur and Jauhar,[28] the school library's goals are as follows: (1) encouraging and accelerating students' mastery of reading techniques; (2) assisting students in creative writing with the guidance of teachers and librarians; (3) growing students' interests and reading habits; (4) providing various sources of information for the benefit of curriculum implementation; (5) encouraging, nurturing, and encouraging students to read and learn; (6) expanding, deepening, and enriching students' learning experiences by reading books and

[20] Ismail Suardi Wekke and Sabil Mokodenseho, "Tolerance, Understanding, and Religious Teaching and Learning in Minority Muslim of Manado North Sulawesi," 2018, https://doi.org/10.31227/OSF.IO/HJZMC.; Ismail Suardi Wekke, Sabil Mokodenseho, and Firdaus Firdaus, "Religious Education and Tolerance: Learning Process in High School of Minority Muslim Indonesia," 2017, https://doi.org/10.31227/OSF.IO/KM79D.

[21] Abdul Rahman Saleh, "Peranan Teknologi Informasi Dalam Meningkatkan Kegemaran Membaca Dan Menulis Masyarakat," *Jurnal Pustakawan Indonesia* 8, no. 1 (2006): 43–49.

[22] Bastiano, *Pembinaan Minat Baca*.

[23] N. S. Sutarno, *Perpustakaan Dan Masyarakat* (Jakarta: Sagung Seto, 2006).

[24] A. R. Ibnu Ahmad Saleh, *Penyelenggaraan Perpustakaan Sekolah* (Jakarta: PT. Hidakarya Agung, 2006).

[25] Bastiano, *Pembinaan Minat Baca*.

[26] Safrudin Aziz, *Perpustakaan Ramah Difabel: Mengelola Layanan Informasi Bagi Pemustaka Difable* (Yogyakarta: Ar-Ruzz Media, 2014).

[27] Ibrahim Bafadal, *Pengelolaan Perpustakaan Sekolah* (Jakarta: Bumi Aksara, 2011).

[28] Hamiyah Nur and Mohammad Jauhar, *Pengantar Manajemen Pendidikan Di Sekolal* (Jakarta: Prestasi Pustaka Karya, 2015).

other collections containing science and technology[29] provided by the library; and (7) providing healthy entertainment to fill spare time through reading activities, especially books and other reading sources, which are creative and light in nature, such as fiction, short stories, and others. While referring to the National Library Standards, the purpose of elementary school libraries is to develop and increase interest in reading, information literacy, talents, and intelligence (intellectual, emotional, and spiritual) of students, educators, and education staff in order to support national education goals through the provision of learning resources.[30]

Referring to the National Library Standard, elementary school libraries have five functions, namely: (1) learning resource center, (2) information literacy activity center, (3) research center, (4) reading activity center, and (5) creative activity center, imaginative, inspiring, and fun.[31] As for the function of the school library, which emphasizes education, Saleh formulated it into three parts, namely: (a) For students; for the benefit of the learning process, so that they can excel in their studies. (b) For teachers; in terms of the addition of knowledge, to conduct scientific investigations for the advancement of science and self-achievement. (c) For the community; to find the material he wanted that was not in the public library, such as the history of the school's development.[32]

The purpose and function of the school library will not work properly without the intervention and role of the library manager (librarian). School/madrasah library managers according to the National Library Standards, namely: (1) At least one librarian manages libraries. (2) If the school/madrasah library has more than six study groups, the school is required to have at least two library staff. (3) The minimum qualification for the school librarian is a Diploma Two in Library Science. (4) The salaries of library employees are not set at a level that is at least equal to the Regional Minimum Wage (UMR).[33] According to Suwarno, a librarian is a worker in the library sector who has had library science education, either through training, courses, and seminars, as well as relevant formal activities.[34] Meanwhile, according to Herlina, a librarian is someone who works professionally in the field of libraries and documentation.[35]

Lasa HS divides library human resources into three, namely: (1) teacher-librarian, acts as a mediator between the principal's library, teacher library, and a student library. (2) librarian, tasked with carrying out library activities such as procurement, recording, classification, cataloging, preservation, and empowerment of libraries, in addition to carrying out librarian professional activities. (3) Employees.[36] Library human resources are related to managers and supervisors in library organizations, which, according to Robbins and Judge, are responsible for directing efforts aimed at helping the achievements and goals of an organization.[37]

Suherman said the main roles of library managers are to contribute to the school's mission and goals, evaluate and develop procedures, and carry out the school library's mission and goals.[38] By working closely with school management, library managers should participate in the development of curriculum plans and implementation. Library managers must have knowledge and skills related to providing information and solving information problems, as well as expertise in using various sources, both printed and electronic. The knowledge, skills, and expertise of school library managers must be able to meet the needs of the school

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[29] Sidrotun Naim and Sabil Mokodenseho, "Implementation of the Virtual Learning Models during the Covid-19 Pandemic: Students' Perspectives and Its Lessons," *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran* 8, no. 3 (September 20, 2022): 617–28, https://doi.org/10.33394/jk.v8i3.5570.

[30] Perpustakaan Nasional RI, *Standar Nasional Perpustakaan* (Jakarta: Perpustakaan Nasional RI, 2011).

[31] Perpustakaan Nasional RI.

[32] Saleh, *Penyelenggaraan Perpustakaan Sekolah*.

[33] Perpustakaan Nasional RI, *Standar Nasional Perpustakaan*.

[34] Wiji Suwarno, *Perpustakaan Dan Buku* (Yogyakarta: Ar-Ruzz Media, 2011).

[35] Herlina Herlina, *Ilmu Perpustakaan Dan Informasi* (Palembang: IAIN Rafah Press, 2006).

[36] Lasa HS., *Manajemen Perpustakaan Sekolah* (Yogyakarta: Pinus, 2009).

[37] Stephen P. Robbins and Timothy A. Judge, *Perilaku Organisasi*, 12th ed. (Jakarta: Salemba Empat, 2008).

[38] Suherman Suherman, *Perpustakaan Sebagai Jantung Sekolah: Referensi Pengelolaan Perpustakaan Sekolah* (Bandung: Literate Publishing, 2013).

community. In addition, leading reading campaigns and promoting children's reading, the media, and culture.[39]

Basically, the librarian consists of two parts, namely: one who acts as the head of the school library (librarian/teacher), and the school library staff (technical servant and reader service).[40] Duties and responsibilities of the head of the library, namely: (1) Planning the development and development of the school library, which is usually done at the beginning of each new school year. (2) making use of all available resources, both human and material. (3) Coordinate and supervise all school library activities to ensure that they all lead to the same goal. (4) If in carrying out his duties, the head of the school library is assisted by several staff, then he must be responsible for the development of all members of his staff. (5) Developing policies related to the development of school libraries (6) Working with school principals and deans, as well as homeroom teachers and teachers, to improve efficiency and effectiveness. (7) Collaborating with outside parties, namely other libraries, in the acquisition of library materials, the resolution of management issues, and the organization of book fairs. (8) Conducting an evaluation of the school library's implementation.

The duties and responsibilities of school library staff in the field of technical services are: (a) planning and procuring library materials as needed; (b) inventory of library materials into the inventory master book; (c) classifying library materials according to a certain classification system; and (d) cataloging school library books. (e) Creating book labels (call numbers); (e) Creating book supplies (book cards, book catalogs, and single slips); and (f) Arranging materials in accordance with applicable regulations. Meanwhile, the duties and responsibilities of school library staff in the field of reader service are: (1) serving to borrow books; (2) serving the return of books that have been borrowed; (3) providing tutoring services, especially to low-grade students; (4) conducting students' reading interests development; and (5) providing information assistance to all parties.

Method

The research was conducted at Madrasah Ibtidaiyah Negeri (MIN) 1 Manado from March to June 2020. This type of research is field research, so qualitative descriptive methods are considered relevant for analyzing data.[41] Primary data were obtained from informants, namely librarians and teachers of MIN 1 Manado, while journal articles, books, and library documents were used as secondary data.

In-depth interviews, observation, and documentation techniques were used to collect research data. The in-depth interview technique was carried out to obtain information related to the focus of the study by means of face-to-face questions and answers between the researcher and the informant, with or without using interview guidelines in which the researcher and informant were involved in social life for a relatively long time.[42] Observation techniques were used to collect data where the researcher recorded information during the

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[39] Suherman.

[40] Bafadal, *Pengelolaan Perpustakaan Sekolah*.

[41] Mandy Stanley, "Qualitative Descriptive: A Very Good Place to Start," in *Qualitative Research Methodologies for Occupational Science and Therapy*, ed. Shoba Nayar and Mandy Stanley (New York & London: Routledge Tylor & Francis Group, 2015), 37–52.; Gretchen B. Rossman and Sharon F. Rallis, *Learning in the Field: An Introduction to Qualitative Research*, 3rd ed. (Thousand Oaks, CA.: Sage Publication, Inc., 2012).

[42] Rebecca Yvonne Bayeck, "The Intersection of Cultural Context and Research Encounter: Focus on Interviewing in Qualitative Research," *International Journal of Qualitative Methods* 20 (January 1, 2021): 1–8, https://doi.org/10.1177/1609406921995696.; Essa Ali R. Adhabi and Christina B. Lash Anozie, "Literature Review for the Type of Interview in Qualitative Research," *International Journal of Education* 9, no. 3 (September 20, 2017): 86–97, https://doi.org/10.5296/ije.v9i3.11483.

study.[43] The documentation technique is to find written data regarding the focus of the study in the form of books, journal articles, and documents.[44]

The research data were analyzed using inductive analysis techniques. Inductive analysis is a data analysis whose process goes from facts to theory.[45] The purpose of using inductive analysis is to avoid the manipulation of research data so that it begins with new data adapted to a theory.

Results and Discussion

Librarian's Strategy in Increasing Students' Reading Interest

Libraries are not enough to only build information services but also understand how the information can be absorbed, disseminated, and put to good use by information users (students). So that information can be used properly, it is necessary to have tips or ways to attract students' reading interests in the library, one of which is that the library manager must apply the right strategy. Several strategies used by library managers to increase student interest in reading at MIN I Manado include giving reading assignments, storytelling, organizing reading programs, and providing reading techniques.

First, give reading assignments. This strategy can improve students' reading habits. However, in practice, the task of reading in the library is not carried out directly by the library manager but by every homeroom and teacher, according to Rugaiyah Lihawa, who states that reading assignments are carried out in collaboration with subject teachers or homeroom teachers to take students to the library when reading assignments are given so that students can use the books in the library to complete their assignments.[46]

Second, storytelling. This storytelling activity is carried out by the library manager when there is a schedule for library visits. Storytelling activities, according to Rugaiyah Lihawa, are carried out directly in the library room when students have scheduled visits, usually by each study group (*rombel*).[47] Students are invited to read storybooks and then tell them aloud in front of their friends.

Third, organizing reading programs. The reading program is held by the library manager in one study group (*rombel*) for one hour. The implementation of the reading program is made through a schedule of student visits to the library, so that study groups that have a schedule directly come to the library to read books. According to Rugaiyah Lihawa, every week there are twelve study groups that visit the library as scheduled.[48]

Fourth, give a technical reading. Providing technical reading is one of the efforts made by library managers to increase students' reading interest. Reading techniques are given to each study group (*rombel*) that has a scheduled visit to the library, especially for the first to the third-grade category by the library manager. Rugaiyah Lihawa[49] and Purnama Albugis[50] said that the first to a third-grade category is very important because there are still many of them who are not fluent in reading.

In addition to the strategies above, there are special strategies carried out by library managers to increase student interest in reading at MIN 1 Manado, namely:

First, is the reading corner. In this effort, the library manager of MIN 1 Manado provides a bookshelf equipped with several types of books, such as reference books, package

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[43] Malgorzata Ciesielska, Katarzyna W. Boström, and Magnus Öhlander, "Observation Methods," *Qualitative Methodologies in Organization Studies* 2 (December 11, 2018): 33–52, https://doi.org/10.1007/978-3-319-65442-3_2.; Louis Cohen, Lawrence Manion, and Keith Morrison, "Observation," in *Research Methods in Education*, 8th ed. (Routledge, 2017), 542–62.

[44] Laurie J. Koth, "Motivation Through Routine Documentation," *American Secondary Education* 45, no. 1 (2016): 59–69, http://www.jstor.org/stable/45147879.

[45] David R. Thomas, "A General Inductive Approach for Analyzing Qualitative Evaluation Data," *American Journal of Evaluation* 27, no. 2 (June 30, 2006): 237–46, https://doi.org/10.1177/1098214005283748.

[46] Interview with Ruqaiyah Lihawa, Manado, 23 March 2020.

[47] Interview with Ruqaiyah Lihawa, Manado, 23 March 2020.

[48] Interview with Ruqaiyah Lihawa, Manado, 23 March 2020.

[49] Interview with Ruqaiyah Lihawa, Manado, 23 March 2020.

[50] Interview with Purnama Albugis, Manado, 24 March 2020.

books, and storybooks, in each class. With this reading corner, students can read and more easily reach the reading material they want.

Second, one alumnus one storybook. One alumnus, one storybook as an effort to increase students' interest in reading. In addition, the purpose of the library manager's requiring each alumnus to donate one storybook is to complete library materials that are needed by students. Researchers see this activity as very good, but it shows that the government is lacking in distributing books to school libraries.

Third, giving gifts (rewards). Prizes are given to students who diligently[51] visit and use the school library. The form and amount of the prize depend on the school's policy. There are ways of giving it, some are given every day, every month, and every semester, but most often it is done every year at the time of grade promotion. Rugaiyah Lihawa said this strategy was carried out by holding a competition for all students from grade one to grade six, for those who visited and borrowed the most books from the library would get a reward.[52]

According to the researcher, there are several activities that need to be given to students to increase their interest in books, including reading books, which have not been carried out by the library manager of MIN 1 Manado, organizing reading competitions, making wall magazines clippings, book exhibition activities, assigning assignments to students to help librarians in the school library, and so on.

Inhibiting Factors for Librarians in Increasing Students' Reading Interest

In increasing students' reading interests, there are several inhibiting factors. The inhibiting factors are:

First, the limited library staff. In this case, the library management staff at MIN 1 Manado is still limited, so it cannot serve all students who visit the library effectively, as stated by Rugaiyah Lihawa[53] that the library manager cannot serve or guide all students when reading because the library only have one managing staff.

Table 1. Structure of MIN 1 Manado Library Staff

No	Name	Position
1	Siti Zuchro	Principal
2	Ruqaiyah Lihawa	Head of Library

Second, the limited collection of materials, especially story books, which serve the needs of students, is still lacking. This factor can hinder the strategy of library managers to increase students' interest in reading.

The number of book collections in the MIN 1 Manado library can be seen in the following table:

Table 2. Book Collection at MIN 1 Manado Library

No	Book Type	Total of Books
1	Lesson Textbook	1.546
2	Reference Book	46
3	Clipping Book	8
	Total	1.600

Third, the small library space. The small library space cannot accommodate many students or study groups (*rombel*). In fact, it is not uncommon for students to sit on the floor in order to accommodate each study group. The library space at MIN 1 Manado is filled with several facilities, which can be seen in the table below.

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[51] Fadhilah Faiqoh et al., "The Effect of Reward and Punishment Policy on the Productivity of BPJS Health Employees Kotabumi Branch Office," *Tadbir : Jurnal Studi Manajemen Pendidikan* 6, no. 1 (June 9, 2022): 49–60, https://doi.org/10.29240/jsmp.v6i1.4223.

[52] Interview with Ruqaiyah Lihawa, Manado, 23 March 2020.

[53] Interview with Ruqaiyah Lihawa, Manado, 23 March 2020.

Table 3. Library Facilities at MIN 1 Manado

No	Types of Goods	Total
1	Bookshelf	3
2	Magazine Shelf	1
3	Newspaper Rack	1
4	Reading Desk	-
5	Reading Chair	-
6	Office Chair	1
7	Workbench	3
8	Catalog Cabinet	1
9	Cupboard	2
10	Bulletin Board	1
11	Multimedia Desk	2
12	Rubbish Bin	1
13	Wall Clock	1

Thus, the reading interest of students at MIN 1 Manado is not so significant. Apart from the student factor, the lack of library staff and library facilities has also not been supportive. As described above, the MIN 1 Manado Library is currently seen from its facilities which are still inadequate, such as the lack of bookshelves, lack of reading tables, narrow library space, limited collection of reading materials, and so on. All of this also affects students' reading interest.

To be able to increase students' interest in reading, there must be strategies that can make students more active in visiting the library with an interest in reading resources in the library. In general, interest in reading can be stimulated and aroused when there is a sense of interest and comfort with the reading material. Interest and comfort in question can be interpreted as interest and comfort in places/rooms, collections, services, and others.

Conclusion

The strategies carried out by library managers to increase students' reading interests include: giving reading assignments, holding storytelling, organizing reading programs, and providing reading techniques. The special strategies carried out by library managers include the provision of reading corners, one alumnus one storybook, and giving gifts. The factors that hinder the strategy of library managers in increasing students' interest in reading are, namely: limited library staff, limited collection materials, and small library space. Library managers should organize activities such as organizing reading competitions/making wall magazine clippings for students and holding book fairs. In order to increase students' interest in reading, the strategies carried out by library managers can create a sense of interest for students, in addition to the strategies that have been carried out previously. It is better if the library manager needs to recommend to the principal that they add library staff as well as increase the collection of materials in the library that meet the needs of students in the form of a collection of storybooks and comic books.

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