Library Management Towards the "GLS" as a 21st Century Life Skill in Elementary Schools in the Probolinggo area

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ABSTRACT

The school library is an important part of education. The school library functions as a learning support for students to develop an interest in reading in order to achieve educational goals at school. School libraries should enable teachers and students to learn new things. School libraries should be able to provide information through reference books such as open books, dictionaries, encyclopedias, indexes and the like. Efforts to introduce and increase literacy are carried out through activities in the library. The aim of this research is to describe library management as an effort to improve the "School Literacy Movement (GLS)" in Probolinggo City and Regency Elementary Schools. This research uses a qualitative approach. Data collection methods are observation, interviews, questionnaires and documentation. Data analysis uses the Miles and Huberman approach. The research results show that library management planning has been implemented through organizing and adding supporting facilities, but there is still a need to develop library management both in the facilities and infrastructure aspects. Several factors inhibiting the school Literacy Movement (GLS) include inadequate facilities, limited library operational funds, and external and internal factors regarding students' interest in reading.

KEYWORDS

elementary school; GLS ; life skills; library management; 21st Century students.

1. INTRODUCTION

Education is an important pillar in a child's cognitive development, and also the child's character or disposition. In the world of education, to realize the formation of good character in accordance with the function of national education, the government has made a policy to develop character as stated in Minister of Education and Culture Regulation Number 23 of 2015 concerning the development of character, one of which is creating the concept of the National Literacy Movement (GLN) (Kemendikbud, 2015) . Putri, et al (2024) GLN's targets include the "*Gerakan Literas Sekolah*", Community Literacy Movement, and Family Literacy Movement. The "*Gerakan Literas Sekolah*" (GLS) aims to improve the character values of elementary school students.

Literation is a movement launched by the Ministry of Education and Culture (Antasari, 2017) . Literacy is a general term that refers to the abilities and skills a person has in the process of reading, writing, speaking, calculating and solving problems in everyday life (Wulan, et.al., 2022) . Meri (2024) one of the implementations of GLS is the habit of reading for fifteen minutes every day. However, increasing interest in reading through 15 minutes of reading is not the final goal. Reading literacy ability is one of the important skills in the 21st century.

School literacy refers to the ability to understand, evaluate, and use information obtained from various sources, including textbooks, articles, and online sources (Hasugian, 2008) . It involves the ability to evaluate the credibility and reliability of information, identify and extract main ideas and important details, and use them to complete tasks and make decisions. School literacy also involves the ability to communicate effectively through writing, including writing essays, memos, and presentations, as well as the ability to participate in structured discussions and debates (Nugraha, 2022) . School literacy skills are critical to academic and professional success, and are an important part of the school curriculum.

School literacy is very important because it provides the basis for further learning and understanding outside of school (Rohim, 2023) . It allows students to access and evaluate a variety of information sources, including textbooks, articles, and online sources, that will help them understand and evaluate a variety of topics and subjects (Wiedarti, 2018). School literacy also allows students to communicate effectively through writing, which is critical for academic and professional success. Additionally, school literacy promotes critical and analytical thinking, which helps students identify and evaluate the information they encounter, as well as develop the ability to make informed decisions. Overall, school literacy is critical to academic and professional success, and is an important part of the school curriculum.

Governments around the world have taken steps to improve school literacy by implementing various initiatives and programs. Some of the most significant government efforts include: 1. Setting standards and curricula: Many governments have set standards and curricula for school literacy, outlining what students should learn at each level of education. This helps ensure that all students have access to high-quality education and have equal opportunities to develop their school literacy; 2. Promoting school literacy: The government has promoted school literacy through public campaigns and programs, aimed at raising awareness about the importance of school literacy and encouraging parents and teachers to support students' efforts to develop their school literacy; 3. Provide support and resources: Many governments have provided support and resources to help students develop their school literacy, including training for teachers, mentoring programs, and

access to online and print resources; and 4. Evaluating progress: The government has established methods for evaluating students' progress in school literacy, including regular tests and assessments, which help identify areas where students may need additional support. Overall, government efforts to improve school literacy have helped ensure that all students have access to high-quality education and have equal opportunities to develop their school literacy.

The Organization for Economic Co-operation and Development (OECD) carries out assessments every three years for *the Program for International Student Assessment* (PISA) which has been carried out since 2000 (OECD, 2023) (Hafizha, et.al., 2024) . PISA tests participants' knowledge in the areas of reading literacy, numeracy literacy and scientific literacy. Indonesia has been a PISA participant in every period since 2000, however Indonesia's ranking in PISA is low, and there are no significant changes from year to year. In 2022, Indonesia will be ranked 69th out of 81 countries, with a reading literacy score of 359 (OECD, 2023). One of the causes of students' low interest in reading is students' difficulty in understanding the content of the reading and the school's lack of attention to providing learning resources (Anisa, AR, 2021) . The way to encourage a culture of literacy is through developing libraries as a place to provide learning resource materials .

Libraries are places of education, research, information preservation, and entertainment. Wulanjani (2020) through fun activities as an effort to implement the reading literacy movement, students become more enthusiastic and motivated to further increase their interest in reading. Libraries play an important role in increasing interest in reading and creating a learning community, as do school libraries. The school library is a strategic educational facility, because apart from supporting learning activities, it is also a barometer of school quality standards.

A school library is a space or facility provided by a school to store and access books and other resources for students and staff (I Ketut Artana, 2019) . Libraries typically consist of various types of books, including textbooks, novels, reference books, and online resources, as well as equipment such as computers and printers. Libraries are usually operated by a librarian or library staff, who are responsible for managing the library collection, lending books to students, and providing them with support and guidance.

School libraries play an important role in supporting school literacy and helping students develop reading, writing and critical thinking skills (Fibrianti 2013) . It also provides access to various resources and information, which can help students understand and evaluate various topics and subjects. School libraries also promote a reading culture and help develop a love of books and lifelong learning (Zohriah, 2018) . Overall, school libraries are an important resource for students and staff, and play an important role in supporting school literacy and helping students develop skills and abilities critical for academic and professional success.

School libraries are very important because they provide access to a variety of resources and information, which can help students understand and evaluate various topics and subjects. Libraries also promote a culture of reading and help develop a love of books and lifelong learning. Additionally, libraries play an important role in supporting school literacy and helping students develop reading, writing and critical thinking skills. Libraries also provide a quiet and peaceful space for students to study and explore, and can help reduce stress and anxiety. Overall, school libraries are an important resource for students and staff, and play an important role in supporting school literacy and helping students develop skills and abilities critical for academic and professional success.

Libraries are very important for elementary schools because they provide access to a variety of resources and information, which can help students understand and evaluate various topics and subjects. Libraries also promote a culture of reading and help develop a love of books and lifelong learning. Additionally, libraries play an important role in supporting school literacy and helping students develop reading, writing and critical thinking skills. Libraries also provide a quiet and peaceful space for students to study and explore, and can help reduce stress and anxiety. Overall, school libraries are important resources for students and staff, and play an important role in supporting school literacy and helping students develop skills and abilities important for academic and professional success.

The results of previous research state that in reality some libraries are inadequate. Kusumaningrum, 2019) only certain schools have an adequate library system and a professional managerial system. However, not all schools, especially elementary schools (SD), have ideal school library facilities in terms of managerial, personnel, management, procurement and arrangement of library materials (Yektyastuti, et.al., 2024) . limited reading books in school libraries, inadequate reading facilities and infrastructure (Indriani, 2024). This is one of the causes that makes children's interest in reading very less. In fact, the current condition of most primary school/madrasah libraries in Indonesia is still far from expectations. And it is not impossible that there are schools that do not have libraries. Some of the same problems also exist in several elementary schools (SD) or madrasas in the city and district of Probolinggo.

As someone who has entered the era of Industrial Revolution 5.0, we must be able to promote libraries through GLS. This will ensure that all students have access to high-quality education and have equal opportunities to develop their school literacy. It will also promote a culture of reading and help develop a love for books and lifelong learning. In addition, libraries will also play an important role in supporting school literacy and helping students develop reading, writing and critical thinking skills. Libraries will also provide a quiet and peaceful space for students to study and explore, and can help reduce stress and anxiety. Overall, school libraries are an important resource for students and staff, and play an important role in supporting school literacy and helping students develop skills and abilities critical for academic and professional success.

As the Industrial Revolution 5.0 has brought about significant technological shifts and digitalization, it is critical that we ensure that all students have access to high-quality education and have equal opportunities to develop their school literacy. This includes promoting libraries through GLS (*Gerakan Literas Sekolah),* which will ensure that all students have access to a variety of resources and information, including textbooks, novels, reference books and online resources. It will also promote a culture of reading and help develop a love for books and lifelong learning. In addition, libraries will also play an important role in supporting school literacy and helping students develop reading, writing and critical thinking skills. Libraries will also provide a quiet and peaceful space for students to study and explore, and can help reduce stress and anxiety. Overall, school libraries are an important resource for students and staff, and play an important role in supporting school literacy and helping students develop skills and abilities important for academic and professional success.

As someone who enters the era of the Industrial Revolution 5.0, we must be able to promote libraries through GLS because this will ensure that all students have access to high-quality education and have equal opportunities to develop their school literacy. This will also promote a culture of reading and help develop a love of books and lifelong learning. In addition, libraries will also play an important role in supporting school literacy

and helping students develop reading, writing, and critical thinking skills. Libraries will also provide a quiet and peaceful space for students to study and explore, and can help reduce stress and anxiety. Overall, school libraries are an important resource for students and staff, and play an important role in supporting school literacy and helping students develop important skills and abilities for academic and professional success.

For that, we must be able to promote libraries through GLS because this will ensure that all students have access to high-quality education and have equal opportunities to develop their school literacy. It will also promote a culture of reading and help develop a love of books and lifelong learning. In addition, libraries will also play an important role in supporting school literacy and helping students develop reading, writing, and critical thinking skills. Libraries will also provide a quiet and peaceful space for students to study and explore, and can help reduce stress and anxiety. Overall, school libraries are an important resource for students and staff, and play an important role in supporting school literacy and helping students develop skills and abilities important for academic and professional success.

Government support is essential for library facilities and infrastructure as it will ensure that all students have access to high-quality education and have equal opportunities to develop their school literacy (Maula et al., 2023). It will also promote a culture of reading and help develop skills and lifelong learning. In addition, libraries will also play a vital role in supporting school literacy and helping students develop reading, writing and critical thinking skills (Fitriyadi, 2013). Libraries will also provide a quiet and peaceful space for students to study and explore, and can help reduce stress and anxiety. Overall, school libraries are an important resource for students and staff, and play a vital role in supporting school literacy and helping students develop skills and abilities essential for academic and professional success.

This means that this is not in line with the demands of implementing GLS which need to be supported by the school environment, one of which is good library management so that it becomes an adequate library. The aim of this research is to describe library management as an effort to improve the " *Gerakan Literas Sekolah*"(GLS) in Probolinggo City and Regency Elementary Schools.

2. METHODOLOGY

Research design

This research design uses a qualitative type of research. Qualitative research using a case study approach in elementary schools (SD) in the city and district of Probolinggo-East Java. The case study approach is a process that examines a case and simultaneously looks for the results. Data collection methods are observation, interviews, questionnaires and documentation.

Population and sample used

The population in this study was 40 elementary schools (SD) in the city and district of Probolinggo-East Java.

Tools or instruments used

Observations, interviews, questionnaires and documentation. Observations are carried out by researchers to find out everything during the research from the beginning to the end. An interview is a question and answer process that occurs between an interviewer and a source with a specific purpose (Awaliyah, et.al., 2024) . In this research,

the type of interview used was a semi-structured interview. Researchers also developed relevant questions through a questionnaire with 22 questions. During observations, the method applied was participatory observation, where the researcher actively observed, listened and participated in the implementation of activities (Setiyawan, 2012) . Information or data collection is carried out through documentation, which records all document records as a data source.

Data Analysis Methods

Data analysis uses the Miles and Huberman approach. Data analysis in this research follows Miles and Huberman's interactive approach, which involves the stages of data collection, data reduction, data presentation, as well as making conclusions and verification. This approach allows researchers to compile data in a systematic and holistic way to gain an in-depth understanding regarding the description of library management as an effort to improve the "*Gerakan Literas Sekolah*" (GLS) in elementary schools in Probolinggo City and Regency.

3. RESULTS AND DISCUSSION

Schools that are located in villages are relatively low compared to elementary schools that are not located in remote areas. The lack of implementation of library management is because not all elementary schools have a library structure and librarians, so the administrators are only the principal and class teacher. Even for the types of books, not all elementary schools arrange books on the shelves based on the categories fiction, non-fiction, comics, magazines, e-books, monographs and so on. This is proven in the Google form diagram which has been completely filled out in various elementary schools for the question aspects of : Library Collections (Printed and Electronic) and Management of Library Materials.

Library Collections (Printed and Electronic) and Management of Library Materials

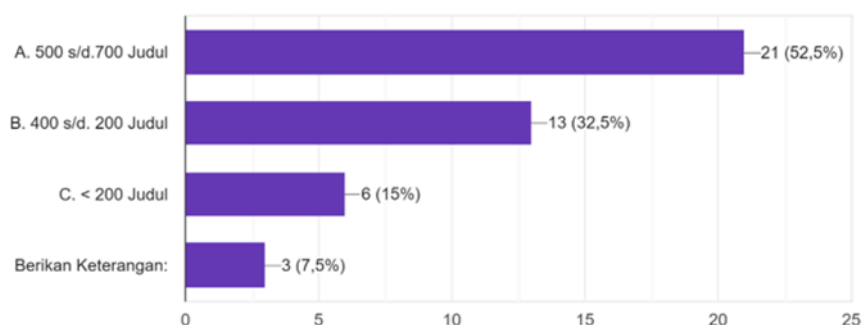1. Berapakah jumlah koleksi dalam bentuk monograf tercetak (buku umum di luar buku referensi?
40 jawaban

Figure 1 . Number of monograph collections

Number of collections in the form of printed monographs (general books excluding reference books) 21 schools answered that they had 500 to 700 book titles, 13 elementary schools answered that they had 400 to 200 book titles, while 6 elementary schools answered that they only had less than <200 book titles. books,

and the remaining 3 elementary schools answered that they did not have a collection of books in the form of monographs (general books outside of reference books).
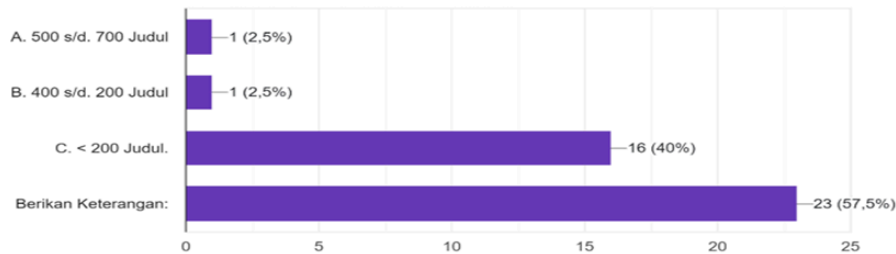

Figure 2 . Number of E-Book 1

Number of E-Book Collections from 40 schools answered 1 school answered that it had 500 to 700 book titles, 1 elementary school answered that it had 400 to 200 book titles, while 16 elementary schools answered that they only had less than <200 book titles. books, and the rest do not have an e-book collection.
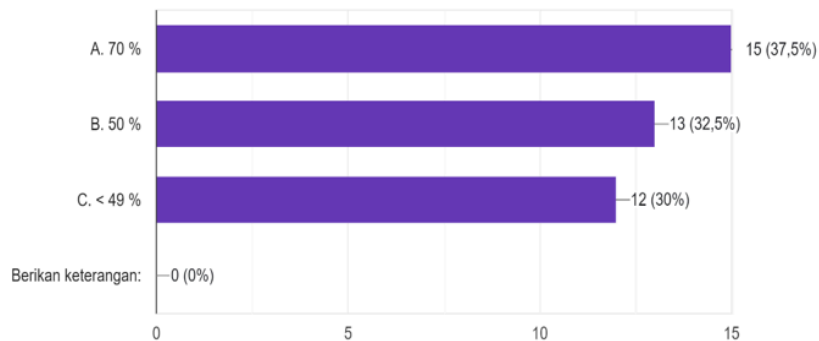

Figure 3. Number of Nonfiction collections

Number of Nonfiction collections from 40 schools answered 15 schools answered 70% of the percentage of nonfiction collections, 13 schools answered 50% of the percentage of book collections, 12 schools answered <49% of the percentage of books and the remaining 10 schools did not have any.
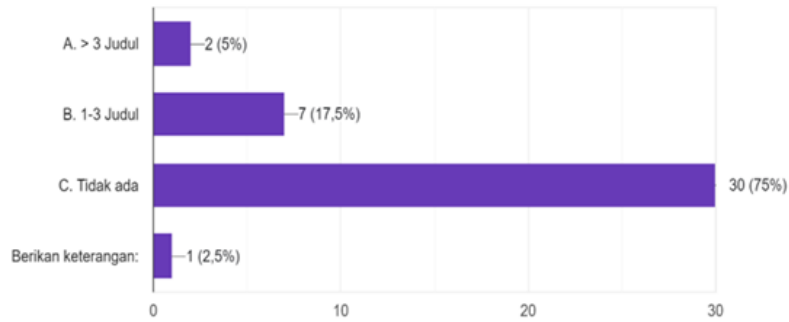
Figure 4. Number of Magazine collections

Number of Magazine collections from 40 schools answered 2 schools answered >3 magazine subscriptions, 7 schools answered 1-3 magazine subscription titles, 30 schools answered do not have magazine subscriptions and the rest did not answer.
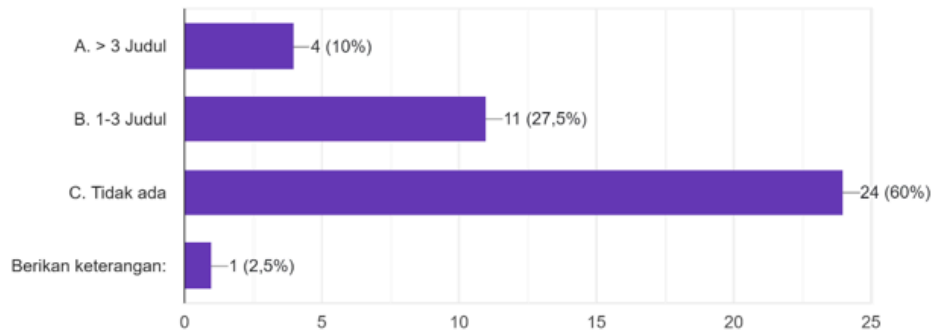

Figure 5. Number of Newspaper Collections

Number of Newspaper collections from 40 schools answered 4 schools answered >3 Newspaper subscriptions, 11 schools answered 1-3 Newspaper subscription titles, 24 schools answered do not have Newspaper subscriptions and the rest did not answer.

6. Berapakah jumlah brosur, phamlet, poster, standing banner terkait dengan perpustakaan dan mading sekolah yang telah dipasang/dimiliki sekolah?
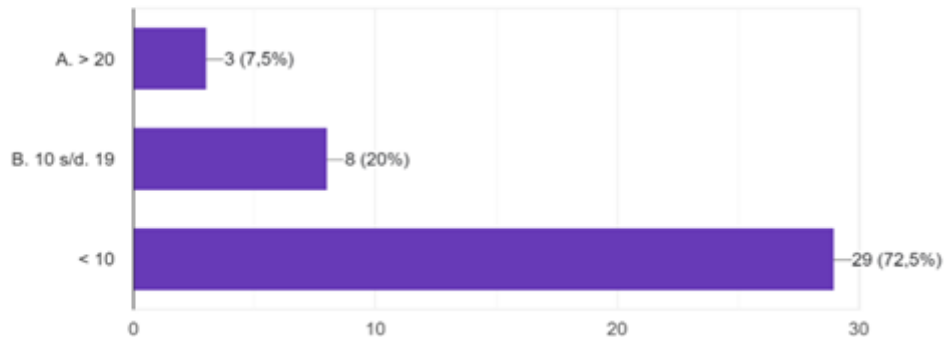
40 jawaban

Figure 6. Number of collections of brochures, pamphlets, posters and standing banners

Number of collections of brochures, pamphlets, posters and standing banners from 40 schools answered 3 schools answered >20 of collections of brochures, pamphlets, posters and standing banners, 8 schools answered 10 to 19 of collections of brochures, pamphlets, posters and standing banners, 24 schools answered do not have of collections of brochures, pamphlets, posters and standing banners and the rest did not answer.

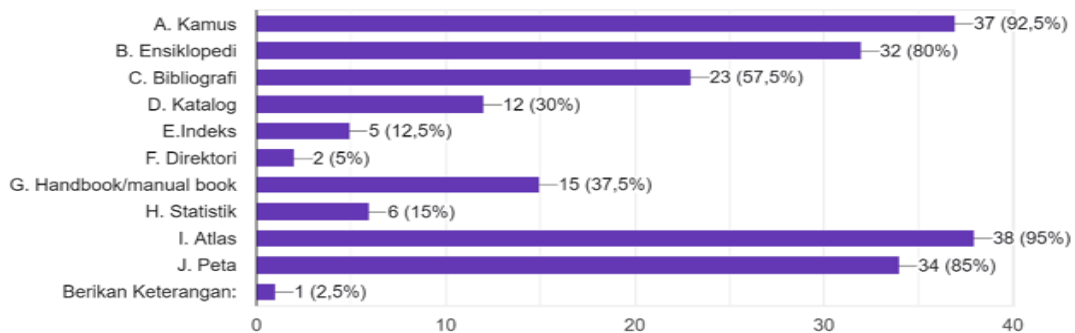7. Apakah jenis koleksi referensi yang dimiliki perpustakan? *(boleh pilih lebih dari satu)

40 jawaban

Figure 7. Reference Collection Type

Reference Collection Type from 40 schools answered 37 schools have dictionary books, 32 schools have encyclopedia books, 23 schools have bibliography books, 12 schools have catalogs, 5 schools have indexes, 2 schools have directories, 15 schools have handbooks, 6 schools have statistics books, 38 schools have atlas books, 34 schools have map books.

Figure 8. Reference Collection Type

The system condition of libraries in elementary schools is not all systematic. This is proven by the results of 22 schools answering that there is no library automation system and only 18 schools have a school automation system.

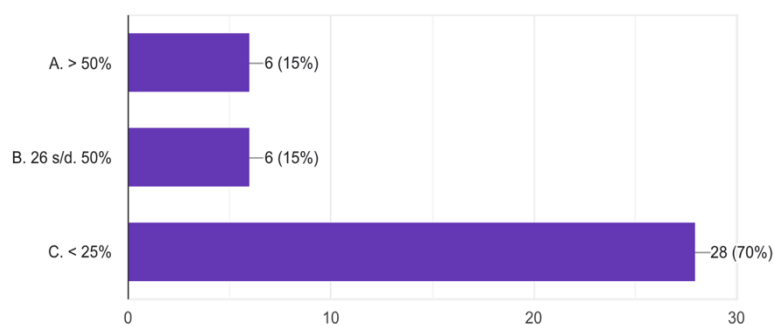9.Berapakah presentase koleksi rusak yang diperbaiki (preservasi)?
40 jawaban

Figure 9. Preservasi

Preservation or damaged books are repaired, there are 6 schools that have Preservation >50%, 6 schools that have Preservation 26 to 50% and 28 schools that have Preservation >25%. This means that not all schools that do not repair damaged books, it is possible that damaged books will be set aside and placed in a separate room or others.

Library management plays an important role in the "Gerakan Literasi Sekolah" (GLS) because it ensures that students have access to the resources and materials they need for their literacy. This is the main focus of literacy because it provides access to books and other resources that students can access and learn about various topics. Library management includes organizing, managing, and promoting library resources, including books, articles, and digital resources. From the results data in the diagram on the question aspect of Library Collections (Print and Electronic) and Library Material Management, with 9 question instruments.

Instrument questions (1) What is the number of collections in the form of printed monographs (general books excluding reference books? There are 52% of elementary schools who answered that they have 500 to 700, 13% of elementary schools answered that they have 400 to 200, another 15% answered that they have less of the 200 total collections in the form of printed monographs, and the other 3% of schools did not answer.

Instrument question items (2) How many digital/electronic collections (e-books) are owned and can be accessed by users? 2.5% of schools answered that they had 500 digital/electronic collections (e-books) up to 700; 2.5% of schools answered that they had 400 to 200 digital/electronic collections (e-books); 40% answered that they had less than 200 book titles in digital/electronic collections, 57.5% had no school, others did not answer.

Question instrument (3) What is the percentage of nonfiction collections from the total collection? Total nonfiction collections from 40 schools answered 15 schools answered 70% percentage of nonfiction book collections, 13 schools answered 50% percentage of book collections, 12 schools answered <49% percentage of book collections and the remaining 10 schools did not answer Have some. This means that not all schools have nonfiction reading books for their students.

Instrument questions (4) How many magazines are subscribed to? Number of Magazine Collections from 40 schools answered 2 schools answered >3 magazine subscriptions, 7 schools answered 1-3 magazine subscription titles, 30 schools answered that they did not have magazine subscriptions and the rest did not answer. This means that many elementary schools only collect important library books.

Instrument questions (5) How many newspapers do you subscribe to? The total collection of newspapers from 40 schools answered: 4 schools answered >3 newspaper subscriptions, 11 schools answered 1-3 newspaper subscription titles, 24 schools answered that they did not have newspaper subscriptions and the rest did not answer. This means that many elementary schools only collect important library books.

Instrument question item (6) How many brochures, phamlets, posters, standing banners related to the library and school posters have been installed/owned by the school? Number of collections of brochures, pamphlets, posters and standing banners from 40 schools answered 3 schools answered >20 of collections of brochures, pamphlets, posters and standing banners, 8 schools answered 10 to 19 of collections of brochures, pamphlets, posters and standing banners , 24 schools answered do not have collections of brochures, pamphlets, posters and standing banners and the rest did not answer. This means that many elementary schools only collect important library books.

Instrument question item (7) What type of reference collection does the library have? *(you can choose more than one) Type of Reference Collection from 40 schools answered 37 schools have dictionary books, 32 schools have encyclopedia books, 23 schools have bibliography books, 12 schools have catalogues, 5 schools have indexes, 2 schools have directories, 15 schools have guide books, 6 schools have statistics books, 38 schools have atlas books, 34 schools have map books. This means that more than 50% of schools have this type of reference collection, but the up-to-date reference books still need to be checked again.

Instrument question items (8) What is the condition of the library automation system? The data results show that 22 schools do not yet have a library automation system and only 18 schools have a school automation system. This means that the condition of the library system in elementary schools is not yet systematic.

Instrument question item (9) What is the percentage of damaged collections that are repaired (preserved)? Preservation or repair of damaged books, there are 6 schools whose preservation is >50%, 6 schools whose preservation is >25% and 28 schools whose preservation is >25%. This means that not all schools do not repair damaged books, it does not rule out the possibility that damaged books will be put aside and placed in a separate room or another. This is because the library automation system is not running optimally.

From the results of the data with 9 questions that were answered by 40 school respondents, it can be stated that library management to support the "School Literacy Movement" (GLS) as a 21st Century Life Skill in Probolinggo area elementary schools is good, but there is still a need for development and quality improvement library management on all these questions.

Library management also helps identify potential barriers to student literacy, such as access to books or resources, or barriers from parents or teachers. In this terminology, it can be identified that there is support for increasing literacy. Overall, library management plays an important role in GLS. The lack of skills of teaching and education staff in elementary schools has resulted in less than optimal library management in elementary schools, as evidenced by the 40 elementary school respondents who do not have a library automation system to its full potential. And only a few elementary schools have librarians, the rest of the libraries are managed by teachers and principals alone.

This results in failure in the implementation of library management, making it difficult to enforce GLS in elementary schools. The book collection available in the library is incomplete and only provides subject books and several other types of books that are still related to the subject. Lack of optimal library management means that students tend not to be interested in going to the library because there is nothing that stands out and is interesting in the library. For this reason, it is very important for the government to uphold the importance of library management for the sake of creating GLS.

GLS can help students develop life skills that are critical to their academic and professional success in the 21st century. Life skills are the skills and knowledge necessary to obtain and maintain employment, and participate actively in society. This includes skills such as communication, problem solving, and time management, as well as knowledge of topics such as finances and health.

Overall, school management can play an important role in supporting GLS by identifying and addressing potential barriers to student literacy, developing effective literacy programs, and collaborating with teachers and other school staff to support literacy as a top priority in education.

4. CONCLUSION

The conclusions that can be drawn from the research presentation above are the School Literacy Movement (GLS) plays an important role in improving student literacy and helping them develop life skills that are important for their academic and professional success in the 21st century. GLS can help students develop these life skills by identifying and addressing potential barriers to their literacy, such as lack of access to books or resources, or lack of support from parents or teachers. Library management planning has been implemented through the arrangement and addition of supporting facilities, but there is still a need for development of library management both in terms of facilities and infrastructure. Several factors inhibiting the School Literacy Movement (GLS) include inadequate facilities, limited library operational funds, and external and internal factors regarding students' reading interests.

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