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Strategies for School Library Management to Foster a Culture of Reading Among Students at Garuda Transformasi Schools (A Case Study of SMAN 10 Fajar Harapan)

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Abstract:

This study aims to describe and analyze the library management strategies at SMAN 10 Fajar Harapan Banda Aceh in fostering a culture of reading among students as one of the pioneers of the Garuda Transformation School program, as well as to identify the challenges faced by library administrators in supporting these high educational standards. This study employed a qualitative method using a case study approach. Data were collected through in-depth interviews with the principal, the vice principal for curriculum, the head of the Library, librarians, teachers, and students, as well as through direct observation and documentation. Data analysis was conducted through data reduction, data presentation, and drawing conclusions, with data validity tested through source triangulation and member checking. The results of the study indicate that library management has carried out the four management functions unevenly: planning and supervision are the strongest, as evidenced by annual work meetings and periodic evaluations using visit and borrowing data, while implementation is the weakest function due to an incomplete migration to an automated system, limited reading space, and a shortage of library staff. Efforts to promote a culture of reading are supported by active collaboration between the library and teachers, as well as the SEJALIN literacy festival, although specific literacy programs such as Duta Baca and *Book Tea* have been discontinued. This study also identified a number of challenges, including limited library staff, a skills gap in librarianship, the incomplete automation system migration process, limited reading spaces, curriculum changes affecting collection needs, the absence of sustainable literacy programs, and the lack of digital library services. These findings provide both academic and practical contributions to the development of library management in elite schools, particularly within the framework of the Garuda Transformation School program.

Keywords: School Library Management, Reading Culture, Garuda Transformation Schools.

INTRODUCTION

Education is a cornerstone in building the quality of a nation's human resources. Law No. 20 of 2003 on the National Education System affirms that the national education system serves to develop abilities and shape the character and civilization of a dignified nation.¹ Thus, all elements supporting education, including school libraries, must operate in alignment with the vision and mission of the educational institution itself.

One of the serious issues facing Indonesia is the lack of a strong reading culture among students. Data from the 2022 Programme for International Student Assessment (PISA) ranked Indonesia 69th out of 81 participating countries in reading proficiency, with a score of 359 points.² This issue of low reading culture is also reflected at the regional level, particularly in Aceh Province. Data from the Badan Pusat Statistik (BPS) Provinsi Aceh in the 2025 publication *Level of Public Reading Enthusiasm and Its Constituent Variables by Regency/City in Aceh Province* shows that the *Tingkat Kegemaran Membaca* (TGM) in Aceh stands at 59.23. This figure still falls into the moderate category (range 4.1–60) and is just below the threshold for the high category, while also being lower than

the national average TGM, which stood at 66.77 in 2023.³

In response to this issue, the Indonesian government melalui Kementerian Pendidikan Tinggi, Sains, dan Teknologi (Kemendikti Saintek) launched the Garuda School program as part of the Program Hasil Terbaik Cepat (PHTC) No. 4. This program consists of two schemes: New Garuda Schools, built in areas with limited access, and Garuda Transformation Schools, which strengthen existing high schools (SMA/MA) to meet world class educational standards.⁴ Presidential Regulation No. 116 of 2025 stipulates that Garuda Excellence High Schools are educational institutions that provide high quality and inclusive education to produce graduates with science and technology skills who can continue their studies at the best universities.⁵ By 2029, the program is targeted to expand to 80 schools nationwide and have an impact on more than 680 surrounding high schools (SMA/MA).⁶

³Badan Pusat Statistik Provinsi Aceh, "Tingkat Kegemaran Membaca Masyarakat dan Variabel Penyusunnya Menurut Kabupaten/Kota di Provinsi Aceh, 2025," Badan Pusat Statistik Provinsi Aceh, 2025, <https://aceh.bps.go.id/id/statistics-table/3/TIROMldrTjVjVzEwVWtkbmRUSk5abkk0T0U5Q1FUMDkjMw==/tingkat-kegemaran-membaca-masyarakat-dan-unsur-penyusunnya-menurut-kabupaten-kota-di-provinsi-aceh--2024.html?year=2025>.

⁴Kementerian Pendidikan Tinggi, Sains, dan Teknologi "Pemerintah Memperkenalkan Sekolah Garuda, Langkah Strategis Untuk Keseimbangan Akses Dan Akselerasi Talenta Berprestasi," 2025, <https://kemdiktisaintek.go.id/news/article/pemerintah-memperkenalkan-sekolah-garuda-langkah-strategis-untuk-keseimbangan-akses-dan-akselerasi-talenta-berprestasi>.

⁵Sekretariat Negara RI, "Inilah Perpres tentang Sekolah Unggul Garuda," 2026, https://www.setneg.go.id/baca/index/inilah_perpres_tentang_sekolah_unggul_garuda.

⁶Syaifudin, "Kemdiktisaintek Tetapkan UNJ sebagai Pelaksana Program Pengayaan SMA Unggul

¹Republik Indonesia, "Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional" (2003).

²Organisation for Economic Co-operation and Development (OECD), "PISA 2022 Results (Volume I and II): Country Note - Indonesia" (Paris, 2023), https://www.oecd.org/content/dam/oecd/en/publications/reports/2023/11/pisa-2022-results-volume-i-and-ii-country-notes_2fca04b9/indonesia_0e09c072/c2e1ae0e-en.pdf.

In addition to the Garuda School program, the government has also launched the People's School program. Unlike Garuda Schools, People's Schools are managed by the Ministry of Social Affairs and are intended for students from low income families, as stipulated in Minister of Social Affairs Regulation No. 7 of 2025,⁷ whereas Garuda Transformation Schools focus on achieving academic excellence and preparing students to compete at the international level, particularly in the fields of science and technology.

State Senior High School (SMAN) 10 Fajar Harapan is one of the pioneer schools in the Garuda Transformation School Program in Aceh Province. This school served as the venue for the official launch of the program for the Aceh region, which was held simultaneously at 16 locations throughout Indonesia in October 2025, and is also listed as one of the first 12 schools designated as Garuda Transformation Schools nationwide.⁸ This pioneering status makes SMAN 10 Fajar Harapan a representative case for examining how school library implemented institutions that transformation management is in educational are

undergoing toward achieving academic excellence and international competitiveness.

In an effort to foster a culture of reading among students at school, the school library also plays a vital role as a key support unit for strengthening literacy. Law No. 43 of 2007 on Libraries requires every educational institution to establish a library that meets national standards as a center for learning, information, and literacy development.⁹ School libraries play a significant role in supporting students' academic success by providing adequate information resources for the teaching and learning process.¹⁰

Innovative and adaptive library management strategies that keep pace with digital developments have been proven to increase the public's interest in reading, especially in an era dominated by social media.¹¹

In line with this, library administrators who actively promote the collection and engage students in various literacy activities are able to significantly increase reading.¹²

Effective library management strategies include collection management, circulation services, the

Garuda Transformasi 2025," 2025, <https://unj.ac.id/kemdiktisaintek-tetapkan-unj-sebagai-pelaksana-program-pengayaan-sma-unggul-garuda-transformasi-2025/>.

⁷Republik Indonesia, "Peraturan Menteri Sosial RI Nomor 7 Tahun 2025 tentang Sekolah Rakyat" (2025).

⁸Kementerian Pendidikan Tinggi Sains dan Teknologi, "Sekolah Garuda Transformasi SMAN 10 Fajar Harapan, Jadi Simbol Pemerataan Pendidikan di Aceh," Kementerian Pendidikan Tinggi, Sains, dan Teknologi, 2025, <https://kemdiktisaintek.go.id/news/article/sekolah-garuda-transformasi-sman-10-fajar-harapan-jadi-simbol-pemerataan-pendidikan-di-aceh>.

⁹Republik Indonesia, "UNDANG-UNDANG REPUBLIK INDONESIA NOMOR 43 TAHUN 2007 TENTANG PERPUSTAKAAN" (2007).

¹⁰Risma Nabila et al., "Peran Perpustakaan Madrasah dalam Mendukung Program Moderasi Beragama di MTsS Ulumul Quran Banda Aceh," no. 2 (2024): 2, <https://doi.org/10.30631/baitululum.v8i2.235>.

¹¹Ainun Nurul Latifah and Halimatus Sa'diyah, "Strategi Pengelolaan Perpustakaan Dalam Meningkatkan Minat Baca Masyarakat Di Era Digital," *TADWIN :Jurnal Ilmu Perpustakaan dan Informasi* 5, no. 2 (2024): 115-125.

¹²Muhammad Roihan Pratama Arda, Bety, and Rusmiatiningsih, "Strategi Pengelola Perpustakaan Dalam Meningkatkan Minat Membaca Siswa," *N-JILS Nusantara Journal of Information and Library Studies* 7, no. 1 (2024): 115-117.

use of information technology, literacy programs, and capacity building for library staff.¹³

In the context of elite schools, alignment between the library and the school's vision is not merely an administrative requirement. Schools with an international vision must ensure their libraries are managed seriously, with relevant collections, quality services, and programs that foster a culture of independent learning. A school's quality is reflected not only in students' achievements in academic competitions but also in the quality of supporting facilities that promote daily learning.

The designation of SMAN 10 Fajar Harapan places the school library at the forefront of educational transformation. However, there is a gap between the academic standards required by the Garuda Transformation School program and the reality of students' reading culture, which remains low nationwide, as indicated by previous PISA data. No comprehensive study has yet examined the library management strategies at this school, the extent to which the library truly supports the school's quality standards, or the challenges faced by library managers within the context of a high performing school.

This paper aims to: (1) describe and analyze the library management strategies implemented at SMAN 10 Fajar Harapan to improve students'

reading culture; (2) identify the challenges faced by library managers in supporting standards of the educational standards of the Garuda Transformation School.

Theoretical Review

School Libraries

Based on Law No. 43 of 2007 on Libraries, a library is defined as an institution that professionally manages collections of written works, printed materials, and/or recorded works using standardized systems to meet the educational, preservation, research, informational, and recreational needs of its patrons. Meanwhile, a school library is part of the national education system that serves to support the learning process at school.¹⁴

A school library is a library located within a school setting. The establishment of a school library aims to meet the information needs of the school community, particularly teachers and students. It serves as a medium and resource to support teaching and learning activities at the school level. Therefore, it is an integral part of the school's educational operations.¹⁵

Based on the various opinions above, it can be concluded that a school library is an organized unit that supports education; it plays a strategic role in supporting the learning process, is located within the school environment, systematically manages

¹³Ach Nadim Mubarak, Ach Faziku Muhlis, and Afifatur Rohmah, "Examinations: Strategi Manajemen Perpustakaan Dalam Meningkatkan Kualitas Literasi Siswa" 2, no. 1 (2026): 272-273.

¹⁴Indonesia, Undang-Undang Republik Indonesia Nomor 43 Tahun 2007 Tentang Perpustakaan.

¹⁵Prawit M Yusuf and Yaya Suhendar, *Pedoman Penyelenggaraan Perpustakaan Sekolah* (Jakarta: Kencana, 2007): 1.

its collection of library materials, and provides information services to the entire school community to support the achievement of educational goals.

School Library Management

Managing a library professionally requires the application of library management principles. The library management referred to here is based on management theories and principles. This relates to how the library plans, sets clear goals, policies, and operational standards so that the library can play a role in the learning process.

The management principles for effective school library management must take into account four integrated functions, namely:

- 1) Planning
- 2) Organizing
- 3) Actuating
- 4) Controlling

These four aspects Planning, Organizing, Actuating, and Controlling (POAC) complement one another in creating a high quality library.¹⁶

The main components of school library management include: (1) A collection of library materials, including textbooks, reference books, magazines, journals, and digital resources; (2) Human resources, consisting of professional librarians and support staff; (3) Facilities and infrastructure, such buildings/rooms, furniture, as and technological

equipment; and (4) Service systems, which include circulation, reference, and digital services. Optimizing library service management which involves the use of digital technology, active librarian involvement, relevant collections, and regular literacy activities significantly contributes to improving students' reading literacy. These findings underscore the importance of synergy among the various components of library management,¹⁷ such as the organization of collections which is not merely an administrative task but rather the foundation of an information retrieval system that enables patrons to efficiently find the materials they need. School library management also involves efforts environment that to create fosters an the development of students' reading habits.¹⁸

Student Reading Culture

A reading culture is one of the efforts to foster reading habits from an early age, implemented through regular reading activities, including reading for 10-15 minutes before teaching and learning activities begin.¹⁹

¹⁷Irham Nugroho et al., "Optimization of Library Service Management in Increasing Students' Reading Interest: Case Study at MI Muhammadiyah Paremono," *DINAMIKA Jurnal Ilmiah Pendidikan Dasar* 16, no. 1 (2024): 75-76.

¹⁸Ruslan and Mukhtaruddin, "Building Students' Reading Habits: The Role of Librarian in School Literacy Movement in Aceh, Indonesia," no. October (2019): 233-234, [https://digilib.uin-suka.ac.id/id/eprint/37729/3/Ruslan and Mukhtaruddin - Building Students' Reading Habits.pdf](https://digilib.uin-suka.ac.id/id/eprint/37729/3/Ruslan%20and%20Mukhtaruddin%20-%20Building%20Students'%20Reading%20Habits.pdf).

¹⁹H. Muhajirin Ramzi Huzairin and Maulida Arum Fitriana, "Implementasi Budaya Baca Sebelum Pembelajaran Dan Dampaknya Terhadap Minat Baca

¹⁶Dian Bastian, Murni Yanto, and Deri Wanto, "Manajemen Perpustakaan Sekolah (Studi pada Perpustakaan Sekolah Alam Insan Mulia Lubuk Linggau)," *Chalim Journal of Teaching and Learning* 2 (2022): 57-65.

Based on these definitions, student reading culture can be understood as a habit, pattern of attitude, and reading behavior formed through a continuous process of habituation in both the school and family environments, aimed at improving students' literacy skills and knowledge, and which has become a way of life.

A similar concept is outlined in the Gerakan Literasi Sekolah (GLS) Guidelines for high schools. The implementation of GLS in schools is carried out through three interrelated activities: 1) Habituation, 2) Development, and 3) Learning. These three activities can take place simultaneously..²⁰

Students' reading culture is built through literacy theory. Several indicators show the development of a reading culture among students, including:

1) Habit Forming Activities

Habituation Activities consist of 15 minutes of reading outside of textbooks, which can be scheduled before, during breaks, or at the end of class. The goal is to foster a love of reading, sharpen students' comprehension of texts, and build their confidence as readers, so that reading becomes a habit. Students are given the freedom to choose their own books and reading locations. Schools also need to provide a diverse

selection of reading materials tailored to students' interests and ages.

2) Development Activities

Enrichment Activities encourage students to gain a deeper understanding of the text, relate it to their personal experiences, practice critical thinking, and hone creative communication skills through responses to enrichment books based on 15 minutes of daily reading which are further enriched through non academic activities and mandatory visits to the library. These activities aim to engage the surrounding community in jointly fostering literacy awareness.

3) Learning Activities

These learning activities integrate six basic literacies: reading and writing, digital, numeracy, financial, scientific, and cultural and civic. Teachers and students are expected to design more innovative learning approaches to interpret the multimodal texts used during the learning process..²¹

The three indicators of reading culture reading habits, reading development, and reading instruction serve as the framework for this study. These three represent complementary processes. It is hoped that these three indicators, as benchmarks, will provide a comprehensive picture of how reading culture grows systematically and sustainably.

Strategies for Enhancing Reading Culture

Siswa Kelas V SDN 2 Tanjung Tahun Ajaran 2024/2025," *Ilmiah, Jurnal Pendidikan, Wahana* 12, no. April (2026): 178.

²⁰Marni Hartati et al., *PANDUAN GERAKAN LITERASI SEKOLAH DI SMA TAHUN 2020*, ed. oleh Billy Antoro, Wien Muldian, dan Ni Gusti Ayu Putu Sakinah, Revisi (Jakarta Selatan: Direktorat Sekolah Menengah Atas, 2020): 18.

²¹Hartati et al.: 19-22.

School library strategies for enhancing students' reading literacy culture include providing more engaging reading materials, organizing more creative literacy activities, and securing active support from teachers and parents. Well planned and comprehensive strategies have been proven to increase student participation in reading activities.²²

From a library management perspective, well planned library management which includes the use of digital technology, active librarian involvement, relevant collections, and regular literacy activities significantly contributes to improving students' reading literacy.²³

School libraries play a strategic role in fostering a culture of reading among students. Strategies for improving reading culture are closely linked to library management. Libraries can strengthen a culture of reading if they are managed effectively.

According to Hartono in the book "Manajemen Perpustakaan Sekolah," library management strategies for developing students' interest in reading include:

1) Developing a love of reading

This strategy includes providing an engaging collection of reading materials, literacy activities, and

service promotions to effectively reach students and teachers.

2) Optimization of Resources

Staff, facilities, infrastructure, and budget are managed to ensure that the library's full potential is maximized. The goals are efficiency, effectiveness, and quality of service.

3) Service and Program Planning

Library services are designed based on an evaluation of learning needs and the school curriculum. Programs include reference services, circulation, library promotion, and the integration of information technology.

4) Strengthening Educational and Information Functions

The library serves as a center for independent learning, optimally supporting the teaching and learning process.

5) Evaluation and Continuous Improvement

Regular evaluations are conducted to align library services and programs with the changing needs of students and educators, ensuring the improvement and modernization of services.²⁴

A strategy for promoting a culture of reading is a series of plans, approaches, and actions systematically designed to foster and strengthen students' reading habits. This strategy involves various stakeholders, including the principal, teachers, librarians, parents, and the students themselves.

Garuda Transformation School

²²Ihsan Laily, Ilham Fahmi, and Muhamad Faizin, "Strategi Perpustakaan Sekolah dalam Peningkatan Budaya Literasi Baca Peserta Didik Kelas XIdi Madrasah Aliyah Negeri 3 Karawang," *IRJE: Indonesian Research Journal on Education* 4, no. 4 (2024): 306-308.

²³Pitriani, Maila Rosidah, and Yuniar, "Strategi Pengelolaan Perpustakaan Sekolah untuk Meningkatkan Literasi Baca Siswa School Library Management Strategies to Improve Student Reading Literacy" 5, no. 3 (2025): 216-222.

²⁴Hartono, *Manajemen Perpustakaan Sekolah* (Yogyakarta: Ar-Ruzz Media, 2016): 38.

1) Definition of Garuda Transformation School

Garuda Transformation High School is one of the national strategic programs launched by the Indonesian government. Based on the provisions of Presidential Regulation No. 116 of 2025 on the Operation of Garuda Excellence High Schools, a Garuda Transformation Excellence High School is a Garuda Excellence High School that includes senior high schools operated by the central government, local governments, or the community with enrichment programs so that students can continue their education at the best universities.²⁵

The Kementerian Pendidikan Tinggi, Sains, and Teknologi explains that Transformation the School Garuda is a strengthening program for existing high schools (SMA/MA) to help them optimize the potential of students and schools toward world class educational standards. This program includes student mentoring, teacher capacity building, and school management strengthening.²⁶

2) Objectives and Pillars of the Garuda Transformation School

The Garuda Transformation School program is designed with clear and measurable objectives to improve the quality of education evenly across all regions of Indonesia. The program aims to accelerate the emergence of Indonesia's Golden Generation of 2045

a generation proficient in science and technology, possessing leadership qualities, and dedicated to serving the community.²⁷

Garuda Transformation School is built upon three complementary strategic pillars. First, the Access Equity Pillar, which aims to provide equal opportunities for all Indonesian children to receive a quality education, particularly in the fields of science and technology. This program specifically targets children from lower middle income families as well as those living in remote areas.

Second, the Leader Incubator Pillar, through which Garuda School is expected to educate students to become leaders who are not only academically intelligent but also possess strong character and a high sense of social responsibility. Third, the Community Service Pillar, which encourages students to actively contribute to solving the problems faced by the communities around them.²⁸

3) Implementation of the Garuda Transformation School

The implementation of the Garuda Transformation School program is carried out in phases with measurable targets. Based on the 2025-2029 program development roadmap, the government aims to establish 80 Garuda Transformation Schools and 20 New Garuda Schools by 2029. In the initial phase of 2025, 12 schools were granted School Garuda status, Transformation including top

²⁵ Republik Indonesia, "Nomor 116 Tahun 2025 Tentang Penyelenggaraan Sekoi, Ah Menengah Atas Unggul Garuda" (2025).

²⁶ Kementerian Pendidikan Tinggi, Sains, "Pemerintah Memperkenalkan Sekolah Garuda, Langkah Strategis untuk Keseimbangan Akses dan Akselerasi Talenta Berprestasi."

²⁷ Kementerian Pendidikan Tinggi, Sains.

²⁸ RI, "Inilah Perpres tentang Sekolah Unggul Garuda."

performing schools from various regions across Indonesia.²⁹

In the context of this study, an understanding of Garuda Transformation Schools is relevant because schools included in this program are held to high quality standards, including in library management and the development of a reading culture among students as the foundation for improving overall academic quality.

RESEARCH METHOD

This paper employs a qualitative method using a case study approach, as library management and student reading culture are complex phenomena involving four functions of library management, various stakeholders with distinct roles, and a number of concurrent structural issues such as the migration to an automated system, staffing curriculum changes. This shortages, and phenomenon is also contextual because it is specific to the situation at this school as a pioneer of the Garuda Transformation Schools program; therefore, the findings cannot be generalized without taking this context into account. SMAN 10 Fajar Harapan was selected as the case study site due to its status as one of the 12 pioneer Garuda Transformation Schools that had not yet been studied, its position at the intersection of high educational standards and the reality of a reading culture that remains relatively low both nationally and in

Aceh Province, as well as its library management practices.

The data sources in this study consist of primary and secondary data. Primary data were obtained through interviews with the principal, the vice principal for curriculum, the head of the Library, librarians, and students, as well as through observations of the organizational structure and task execution in the library, and the processes of evaluating and recording statistics on visits and loans. Secondary data were obtained from documentation in the form of work program reports and library evaluation reports, as well as relevant laws and regulations.

Data analysis in this study used an interactive analysis model consisting of three main components that interact with one another, namely: data reduction, data presentation, and drawing conclusions/verification.³⁰

Meanwhile, data validity was assessed through: 1) Triangulation, a technique for verifying data validity by utilizing other sources.³¹ 2) Member check, the process of verifying the data obtained by the researcher with the data providers or informants. The purpose is to determine the extent to which the data obtained aligns with what was provided by the informants.³² After the interviews

²⁹Kementerian Pendidikan Tinggi, Sains, "Pemerintah Memperkenalkan Sekolah Garuda, Langkah Strategis untuk Keseimbangan Akses dan Akselerasi Talenta Berprestasi."

³⁰Sugiyono, *Metode Penelitian Kualitatif: Untuk Penelitian yang Bersifat Eksploratif, Enterpretif, Interaktif, dan Konstruktif* (Bandung: Alfabeta, 2022), <https://www.scribd.com/document/691644831/Metode-Penelitian-2022-SUGIYONO>. h. 72.

³¹Lexy. J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2014): 330.

³²Sugiyono, *Metode Penelitian Kualitatif: Untuk Penelitian Yang Bersifat Eksploratif, Enterpretif, Interaktif, Dan Konstruktif*. h. 193.

were completed and the data had been transcribed, the researcher presented the findings back to the informants to seek confirmation and corrections in case of any misunderstandings.

RESULTS AND DISCUSSION

The implementation of the four functions of library management at SMAN 10 Fajar Harapan showed varying levels of success. Planning and supervision were carried out through scheduled and documented mechanisms, ranging from annual work meetings to quarterly and annual evaluation reports, all of which involved the principal, the vice principal for curriculum, head of the library, and librarians. Organization is reflected in the clear division of tasks between the head of the Library and the librarians. Meanwhile, implementation faces a number of technical challenges, namely the incomplete migration of the automation system from SLiMS to INLISLite, a reading room that is too small to accommodate users simultaneously, and a library staff of only two people.

Library Management Strategy at SMAN 10 Fajar Harapan

Of the four management functions carried out, planning and supervision appear to be the most prominent functions in the management of the SMAN 10 Fajar Harapan library. Planning is conducted systematically through annual working meetings involving all school stakeholders, with decisions on the budget and collection acquisitions

always based on circulation data and curriculum needs, rather than mere estimates. Monitoring is also carried out consistently through three evaluation instruments that are reported on a regular basis. These two functions demonstrate that the library has a sufficiently strong governance foundation.³³

Conversely, implementation “actuating” is the weakest function. Although basic facilities are available, the incomplete migration of the automation system from SLiMS to INLISLite means that circulation services still rely on manual cards, while the limited reading room space cannot accommodate both regular students and students preparing for academic competitions at the same time. The limited number of librarians is also a weakness; of the two staff members, only one librarian handles all daily technical tasks, causing creative literacy programs such as Duta Baca and Book Tea to be suspended due to insufficient capacity to run them.³⁴

Given this situation, the implementation of POAC at the SMAN 10 Fajar Harapan library is not yet fully ideal. Ideally, the four functions would operate in balance and reinforce one another, with monitoring results serving as the basis for continuous improvement. In practice, evaluations are routinely reported, but they have not yet yielded

³³Interview with a Librarian (DAR), SMAN 10 Fajar Harapan, during the research period. June 2, 2026.

³⁴Interview with a Librarian (DAR), June 2, 2026.

solutions to fundamental problems such as limited space and staff.

Monitoring thus functions more as an administrative activity for recording achievements rather than as an instrument for improvement that drives change in the weakest aspects of implementation. The library's strength lies in its focused planning and systematic monitoring, while its weakness lies in the gap between well thought out plans and on the ground implementation capacity, which remains constrained by human resources and infrastructure.

Librarians' Efforts to Promote a Culture of Reading Among Students

1) Implementing Programs Literacy and Supporting Facilities

The library at SMAN 10 Fajar Harapan previously ran two literacy programs: Duta Baca and Book Tea. The Duta Baca program, which involved students as ambassadors of the school's reading culture, is no longer part of the library's programs but has been transferred to extracurricular activities. The Book Tea program, which combined reading with tea drinking to create a relaxed reading atmosphere, is also no longer active. Both programs were discontinued due to the busy schedules of students participating in the International English Language Testing System (IELTS) and various academic competitions, compounded by a shortage of librarians. Currently, there are no regular, creative, and

sustainable literacy programs at the library level.³⁵

Nevertheless, at the school level, there is one significant literacy program: the annual Seni, Jasmani, Literasi dan Numerasi (SEJALIN) festival. This festival is not merely for entertainment; it also assesses students' literacy competencies as a result of the reading habits they have cultivated on their own. This program has a legal basis in the form of an official committee decision and a budget approved by the school committee.³⁶ In addition to SEJALIN, the school also holds literacy numeracy competitions involving the library, as well as reading corners in every classroom informal reading spaces that students can use at any time.³⁷

2) Building Synergy Between the Library and Teachers

Coordination between the library and teachers is active and two way. Collection development is based on needs analyses from subject teachers, including needs for academic competitions and contests. Teachers can submit suggestions regarding books or reference materials that support learning content, and the library follows up on these during the acquisition process. On the other hand, the library also actively helps students

³⁵Interview with the Head of the Library (ESP), SMAN 10 Fajar Harapan, during the research period. June 4, 2026.

³⁶Interview with the Principal (A), SMAN 10 Fajar Harapan, during the research period. June 8, 2026.

³⁷Interview with the Vice Principal for Curriculum (Y), SMAN 10 Fajar Harapan, during the research period. June 8, 2026.

find the reference materials they need for school assignments.³⁸

A more direct form of synergy also occurs in the classroom. Teachers not only direct students to the library to find references but sometimes conduct teaching and learning activities directly within the library. They also encourage students to visit the library during recess. When a teacher is unable to attend class, students are directed to make use of the library rather than simply being left without an activity.³⁹

3) Developing a Culture of Reading Among Students

Students' reading habits at SMAN 10 Fajar Harapan still vary. Some students already read on their own initiative because they recognize the benefits for their knowledge, while others only read when they have free time or no other activities. Nevertheless, students acknowledge that the habit of reading has a tangible impact on their learning: they grasp material more quickly, have better summarizing skills, and feel more confident in conveying the content of what they've read to others.⁴⁰

The library also serves as the primary reference source for students when completing assignments. The available collection is the main reason why students choose the library as a

place to find materials for both group projects and individual assignments.

Challenges in Promoting a Culture of Reading

First, the most fundamental challenge faced by the librarians at SMAN 10 Fajar Harapan is the limited number of librarians. With only two people sharing responsibility for all operational activities, the librarians struggle to consistently develop creative programs. This is evident from the discontinuation of the Book Tea and Reading Ambassador programs, which had previously been running.⁴¹

Second, their educational backgrounds differ. The head of the Library holds a bachelor's degree in biology, while the librarian holds a bachelor's degree in library science. This difference has the potential to influence their understanding and approaches to managing the library, particularly regarding technical aspects of librarianship such as the processing of library materials, classification, and the development of standardized service systems.⁴²

Third, the librarian must work during the transition period from the SLiMS to the INLISLite automation system. As a result, circulation services are still conducted manually, the arrangement of the collection based on classification numbers is not yet complete, and collection data from before 2025 still needs to be reentered.

³⁸Interview with the Head of the Library (ESP), Librarian (DAR), Teachers, and Vice Principal for Curriculum (Y) at SMAN 10 Fajar Harapan, during the research period. June 8, 2026.

³⁹Interview with a teacher at SMAN 10 Fajar Harapan, during the research period. June 8, 2026

⁴⁰Interviews with students (MFN and DM) at SMAN 10 Fajar Harapan during the research period. June 14, 2026.

⁴¹Interview with the Librarian (DAR) at SMAN 10 Fajar Harapan, during the research period. June 2, 2026.

⁴²Interview with the Head Librarian (ESP) at SMAN 10 Fajar Harapan, during the research period. June 4, 2026.

Collection searches are also conducted manually without an online catalog.⁴³ The absence of a catalog is the greatest obstacle to intellectual accessibility, because without a catalog, patrons cannot determine what collections are available, what their condition is, and where they are located.⁴⁴

Fourth, librarians must adapt collection acquisitions to changes in Indonesia's curriculum, which have occurred three times in a relatively short period from K-13 to the Merdeka Curriculum, and then to the Revised Merdeka Curriculum. Each curriculum change has direct consequences for the need for textbooks and enrichment books. This poses a significant challenge for librarians, especially since the budget for new supplementary reference books can only be used if there are funds remaining from textbook acquisitions. As a result, the supplementary collection often lags behind the needs of the current curriculum.⁴⁵

Fifth, the reading room is too small to accommodate all user needs simultaneously. This issue is most acute when students preparing for academic competitions, students seeking to study independently, and students visiting to borrow books arrive at the same time, making it difficult for librarians to serve users

while also reducing students' comfort and interest in spending extended time in the library.

Sixth, although the school holds the SEJALIN festival as a platform for students' literary expression, librarians do not yet have a literacy program that runs regularly and sustainably at the library level. Programs that were previously implemented, such as Reading Ambassadors and Book Tea, are no longer active.⁴⁶

Seventh, librarians have not yet been able to provide digital library services, such as access to online journals, e-books, or an online catalog that can be accessed from outside the library. However, as a Garuda Transformation School that upholds high academic standards, students need access to a broader range of information sources beyond just the physical collection. The absence of these digital services represents a significant gap for librarians, particularly in supporting students who are active in academic competitions, research, or preparing to enter top universities.⁴⁷

CONCLUSION AND RECOMMENDATIONS

Library Management Strategy:
The library management at SMAN 10 Fajar Harapan has implemented all four management functions (POAC), but its performance is uneven. Planning and supervision are strongest through annual work meetings and

⁴³Interview with the Head of the Library (ESP) and the Librarian (DAR), SMAN 10 Fajar Harapan, during the research period. June 2, 2026.

⁴⁴Ade Nufus dan Muhammad Rafli Arrasyid, "PENGORGANISASIAN KOLEKSI BRAILLE DALAM MENDUKUNG" 6, no. 2 (2025): 183, <https://doi.org/10.22373/ijlis.v6i2.10569>.

⁴⁵Interview with the Head Librarian (ESP), SMAN 10 Fajar Harapan, during the research period. June 4, 2026.

⁴⁶Interview with the Principal (A), SMAN 10 Fajar Harapan, during the research period. June 8, 2026.

⁴⁷Interview with the Head of the Library (ESP) and the Librarian (DAR) at SMAN 10 Fajar Harapan during the research period. June 2, 2026.

periodic evaluations of visit and circulation data, while implementation is the weakest function due to the incomplete migration of the automation system from SLiMS to INLISLite, limited reading space, and only one librarian handling all daily technical services. Efforts to promote a culture of reading are supported by active collaboration with teachers and the SEJALIN literacy festival, but specialized literacy programs such as Duta Baca and Book Tea have been suspended due to staffing constraints.

The main challenges faced include limited library staff numbers and competencies, the incomplete migration of the automation system, inadequate reading spaces, recurring curriculum changes, the absence of sustainable literacy programs, and the lack of digital library services. Expanding reading spaces, increasing and training library staff, accelerating the automation system migration, and developing literacy programs and digital services are urgent steps needed to ensure that library management fully meets the standards of the Garuda Transformation School.

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