

Quality of Library Services in Improving Reading Interest of Elementary School Students in Buton Regency

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Abstract: This study addresses the problem of low reading interest among elementary school students in Buton Regency, which is believed to be closely related to the suboptimal quality of library services. The research aims to analyze the role of library services in fostering students' reading interest, identify supporting and inhibiting factors, and examine school efforts to improve library effectiveness. Using a descriptive qualitative method, data were obtained from key informants, including education officials, principals, teachers, library managers, and parents. Data collection techniques consisted of in-depth interviews, observation, and documentation, while analysis followed Miles and Huberman's interactive model: data collection, reduction, presentation, and conclusion. The findings reveal that elementary school libraries in Buton Regency still provide limited services, although there is growing awareness to improve quality. Supporting factors include structural support and BOS budget allocation for book procurement, as well as literacy programs such as storytelling, reading competitions, and Reading Ambassadors. However, challenges persist, including limited budgets, inadequate facilities, outdated collections, untrained personnel, weak curriculum integration, and low family support. Despite these constraints, positive initiatives have emerged, though unevenly across schools. The study suggests that local governments should develop measurable literacy policies with minimum standards for library facilities, collections, and programs, integrate libraries into the curriculum, and ensure consistent funding. Strengthening librarian and teacher capacity through regular training in modern library management and literacy promotion is also essential to enhance students' reading culture.

Keywords: Service Quality, Library, Reading Interest

1. INTRODUCTION

A passion for reading is a crucial foundation in education because it opens doors to knowledge and develops essential skills to face future challenges. Reading not only enables students to acquire new knowledge but also develops critical thinking, creativity, communication, and analytical skills. In today's digital age and information complexity, the ability to read and comprehend texts is increasingly vital. Global research, including the PISA survey, positions literacy as a key factor in academic success and character development.

According to Skinner, human behavior (including reading) is shaped through a process of stimulus and response, reinforced by reinforcement.

If someone is rewarded for reading, reading behavior will increase.

Maslow argued that an interest in reading arises when basic human needs are met, particularly the need for safety, affection, and self-esteem. When these needs are met, a person will be motivated to develop and learn, including reading.

Libraries must be able to attract visitors by providing a variety of needed information. Through diverse collections,

comfortable facilities, and engaging literacy programs, libraries can be a driving force in improving reading culture among students, which ultimately will have a positive impact on the overall quality of education. Libraries play a central role in supporting students' interest in reading. As learning resource centers, libraries provide access to a wide variety of reading materials, from textbooks and fiction and non-fiction to digital resources. With diverse collections, libraries can meet the diverse needs and interests of students, thus encouraging them to read more frequently. In addition to providing reading materials, libraries also serve as comfortable and conducive spaces for reading and learning.

A calm atmosphere can support libraries in creating an ideal environment for students to explore books and develop reading habits. Furthermore, libraries often host literacy activities, such as book reviews, reading competitions, or writing workshops, which can increase students' enthusiasm for reading. Libraries also play a role in guiding students in selecting reading materials that suit their level of understanding and interests. Librarians can provide interesting and useful book recommendations, so students don't have difficulty choosing reading materials. Thus, libraries are not only places to store books, but also active partners in the learning process and developing students' interest in reading.

A structured and sustainable literacy program, such as regular storytelling activities, an active reading club, inter-class literacy competitions, and a continuous reading program integrated with the learning curriculum. Ideally, library services should be the heart of learning activities in schools, not just a storage space for books, but a dynamic learning resource center that supports every student's academic activities. This is supported by a comprehensive system that includes support from local governments with adequate budget allocations, the active involvement of all teachers in promoting library activities, parental participation in supporting literacy activities at home, and partnerships with regional libraries, publishers, and local literacy communities.

The reality on the ground shows conditions that are far from these ideal expectations. Most elementary schools in Buton Regency still have libraries with very limited facilities, consisting of cramped spaces with inadequate lighting, suboptimal book layout, and the absence of a dedicated child-friendly area. The available book collection is generally inadequate in terms of both quantity and quality, with many books being old, damaged, or simply uninteresting to children, while reading books that are appropriate to the interests and developmental level of elementary school students are still very limited. Library management is often entrusted to staff who are not professional librarians, and often even held concurrently by subject teachers who already have a heavy workload, resulting in suboptimal library management.

Reading promotion programs in most schools are still minimal or non-existent, literacy activities are conducted sporadically without careful planning, and libraries do not yet function as an effective learning support system. This condition is exacerbated by low student reading interest, reflected in the low frequency of student visits to the library, limited access due to limited operating hours or conflicts with class hours, and a tendency for students to be more interested in gadgets and digital media than books. Systemic barriers also exacerbate the situation, including limited budgets for school library development, minimal training for library managers, geographical constraints that complicate access to literacy resources, and the dominance of oral culture over written and reading culture in local communities.

The fundamental gap between the ideal and actual conditions of library services has resulted in three main issues that are the focus of this research. First, the gap between library services, which should be professional and structured, and the reality of services that are still rudimentary and suboptimal. Furthermore, the gap between the expected sustainable literacy program and sporadic activities or even the absence of a program at all, has given rise to the need for an in-depth study of the role of library services in increasing students' interest in reading in elementary schools in Buton Regency.

Second, the gap between the idealized comprehensive support from all stakeholders and the reality of partial and inconsistent support, as well as the gap between adequate resources and the limitations of existing human and financial resources, raises the urgency to identify and analyze what factors support and hinder the quality of library services in increasing students' interest in reading in elementary schools in Buton Regency.

Third, the gap between the development of library services that should be sustainable and innovative and the reality of stagnant or reactive development, as well as the gap between the expected systematic and measurable approach

and the trial-and-error approach without frequent evaluation, results in the need to formulate how schools can develop library services to be more effective in fostering students' interest in reading.

Based on the background of the problem stated above, this study aims to analyze library services in increasing the reading interest of elementary school students in Buton Regency.

2. METHOD

This research is descriptive qualitative research using a case study approach. The qualitative method aims to understand phenomena that occur within a community in a descriptive, in-depth, and contextual manner. In this case, the research explores the quality of library services in increasing students' reading interest by examining the perceptions, views, and experiences of informants in real school settings. The study was conducted in four elementary schools located in Pasarwajo District, Buton Regency, Southeast Sulawesi Province.

The research applies managerial and pedagogical approaches. The managerial approach emphasizes systematic management in building library service quality, while the pedagogical approach fosters a friendly and educational atmosphere so respondents feel comfortable providing information. Data sources consist of primary data (from librarians, teachers, and principals) and secondary data (from documents, journals, and previous studies). Data were collected through observation, interviews, and documentation to obtain a comprehensive understanding of library services and students' reading motivation.

3. FINDINGS AND DISCUSSIONS

Supporting Factors for Increasing Reading Interest

The Role of Library Services in Increasing Reading Interest

Elementary school libraries play a strategic role in fostering a culture of literacy from an early age. As a learning resource center, library services not only provide access to books and reading materials but also serve as an educational resource that stimulates students' curiosity and interest in reading. In elementary education settings, well-managed library services can create a pleasant learning environment, support the development of reading skills, and foster a love of literacy activities. Therefore, optimizing the role of library services is a crucial aspect in efforts to increase students' interest in reading, which ultimately has a positive impact on the overall quality of learning.

b. Comfortable Reading Room with Adequate Lighting

A comfortable reading space is a crucial element in fostering reading interest in elementary school students. A neat, clean, and well-organized atmosphere can create a sense of comfort, encouraging students to spend more time in the library. This comfort factor plays a significant role in creating a positive reading experience. Besides room comfort, adequate lighting is also a determining factor in reading activities. Bright, but not glaring, light can help students read more easily without experiencing eye strain. Therefore, good lighting not only supports student health but also fosters sustainable reading habits.

A library that provides comfortable reading spaces and optimal lighting will ultimately become a favorite place for students. They come not only to borrow books but also to enjoy the process of reading as a pleasurable activity. Based on the interviews conducted, it can be concluded that the library spaces in the four schools are generally adequate and functional, although they are not yet optimal in providing maximum comfort for students. The book collection is considered quite extensive, but it is not neatly organized and digitally integrated, indicating limitations in the technology-based information management system and literacy access.

These schools are currently in the process of reorganizing their libraries, conducted in collaboration with literacy teachers, as part of their ongoing improvement efforts. In terms of physical facilities, the libraries have been equipped with reading carpets to create a more comfortable and enjoyable reading environment for students. Regular room beautification efforts are also being carried out as a strategy to increase student interest and comfort in using the library. However, there are significant challenges in space utilization, where one of the library rooms

is still used as a classroom, particularly for grade 4. This indicates the limited physical space in the school and is a barrier to optimizing the library's function.

Despite this, the principal demonstrated a commitment to continuously promoting the active role of library managers and teachers in implementing literacy programs. This reflects an awareness and enthusiasm for developing a culture of literacy within the school environment, despite ongoing challenges related to library facilities and management.

c. A Diverse and Up-to-Date Book Collection

The book collection is the core of a library. The more diverse the collection, the greater the opportunity for students to find reading material that suits their interests and needs. A diverse collection also provides opportunities for students to explore a variety of themes, knowledge, and reading genres.

Besides diversity, the up-to-dateness of the book collection is also crucial. The latest books will keep students connected to current developments in science, culture, and popular stories. A current collection will prevent the library from looking outdated or outdated.

With a diverse and constantly updated book collection, elementary school libraries can become vibrant and relevant literacy centers. This can foster students' curiosity, broaden their horizons, and foster a love of reading from an early age.

Interview results indicate that, in general, the school library's book collection is quite extensive and diverse, encompassing storybooks, educational comics, and children's books. The collection is routinely updated annually through funding from the School Operational Assistance (BOS) fund, demonstrating a continued effort to enrich students' reading resources.

Although the collection is considered quite complete and capable of increasing students' interest in reading, there are still notes that some books do not fully match students' interests and needs, which can be a challenge in attracting reading interest evenly.

In practice, students frequently borrow books to read in class or during breaks, indicating that the library's function as an active reading space is not yet fully utilized. This could be due to limited facilities or the physical condition of the library space, which does not support comfortable learning. Another important aspect of collection development is the up-to-dateness of reading resources. This means that reading resources, both fiction and non-fiction, need to be prepared based on current considerations. The following are the results of interviews with library managers at elementary schools 1, 15, 2, and 105 in Buton:

Some are appropriate, such as children's storybooks and general knowledge books. However, there is no clear classification of the collection by grade level. It is appropriate. We group books by grade level and reading difficulty. The books vary, from light reading to knowledge reading, according to the curriculum and children's interests. The collection available in the library is appropriate for students' needs. It is appropriate because we have a large stock of fiction books, such as those from the assistance we received last year.

The results of the interview concluded that the library of the State Elementary School in Buton Regency already had a collection that was in accordance with the needs of its users, namely paying attention to updated collections.

d. Professional Managers who Understand Child Psychology, as well as Effective Reading Interest Promotion Techniques

The role of the library manager is crucial to the quality of services provided. A professional manager will be able to organize service systems, manage collections, and create a conducive environment for student literacy development. This professionalism is key to the library's optimal functioning.

Furthermore, administrators who understand child psychology will find it easier to build emotional bonds with students. They will be able to choose appropriate communication methods, so students feel valued and motivated to read. Understanding child psychology also helps administrators design programs that are appropriate to the developmental characteristics of elementary school children.

In addition to personal competency, managers also need to implement effective reading promotion techniques. For

example, through book exhibitions, reading competitions, or engaging presentations of popular reading material. Creative promotions will encourage students to utilize library services.

The following are the results of an interview conducted with the library manager at Buton Regency Public Elementary School:

We've tried to decorate the room with posters and pictures of book characters to make it more appealing. But so far, there hasn't been a specific, planned strategy. It hasn't been very differentiated. We've tried to provide book recommendations based on grade level, but it hasn't been systematic.

We use visual strategies like attractive layouts, colorful catalogs, and weekly book recommendations. We also created a "Literacy Star" reward system for students who actively read. Yes, we differentiate the books and approaches. For lower grades, we use picture books and interactive storytelling. For upper grades, we focus on independent reading and discussion. The library service strategy implemented is that students visit the library for 15 minutes during each break. A special approach used for lower grades is to assist students in learning to read because lower grades still need guidance in reading. By asking other teachers to visit the library. So far I haven't done anything because the library is still being used by the fourth grade.

Interview results indicate that library service strategies in these schools vary and are not fully planned or systematic. Some schools have implemented interesting initiatives, while others are still in the early stages of developing library services.

In general, visual design is a fairly common approach. Posters, images of book characters, attractive layouts, colorful catalogs, and weekly book recommendations are strategies to enhance the attractiveness of library spaces. Some schools have even implemented incentive programs such as "Bintang Literasi" (Literacy Star) to encourage students' enthusiasm for reading.

Segmenting services by grade level demonstrates a clear awareness of the need to differentiate approaches for lower and upper grade students. For lower grades, the approach is more interactive and supportive, such as the use of picture books and storytelling activities. Meanwhile, for upper grades, the focus is on independent reading and discussion activities, which align with their literacy development. However, not all schools have implemented a systematic strategy. Some schools lack a planned approach or differentiate services based on student level. Some schools simply provide book recommendations based on grade without a clear system.

Library service hours are also still limited, generally only available for 15 minutes during breaks, and this is certainly not optimal for supporting students' comprehensive literacy development. Meanwhile, efforts to involve other teachers as library visitors or companions have begun, but implementation has been uneven.

Physical limitations of library space are also a real obstacle. Some schools still use library space for classrooms, such as fourth-grade classrooms, preventing them from implementing literacy strategies to their full potential.

Sustainable Literacy Program

A sustainable literacy program is at the heart of efforts to increase reading interest among elementary school students. Activities such as regular storytelling, reading clubs, and literacy competitions provide opportunities for students to actively engage in the world of literacy. Consistent implementation of this program is a key indicator of a library's success.

Integrating literacy programs into the school curriculum also strengthens their impact. By making literacy part of the learning process, students become accustomed to connecting reading activities with the subjects they are studying. This makes literacy a necessity, not just an optional activity.

Through a sustainable literacy program, the library can maintain students' enthusiasm for reading and ensure it remains entrenched over time. Students will become accustomed to making reading a pleasurable and rewarding daily habit.

The data obtained shows that schools have begun initiating various policies and programs to support the literacy movement, particularly by implementing dedicated reading time. For example, literacy hour policies and class library visit schedules have been implemented, although implementation varies between classes and is being adjusted to avoid disrupting other learning activities.

Programs like "15 Minutes of Reading" before class have become a regular part of the routine in several schools as

a concrete manifestation of the School Literacy Movement (GLS). Additionally, additional activities like "Literacy Classes" and "Storytelling Competitions" are also held weekly to motivate students to develop their reading interests and literacy skills in a fun way.

Although this policy is in place, its implementation is still not uniform across all classes and is still being adjusted to be more effective and integrated with the daily learning schedule. This highlights challenges in time management and synchronization between literacy programs and teaching and learning activities.

Overall, these data show that schools have a real commitment to developing a reading culture through systematic and structured programs, although they still require refinement and consistency in implementation at all grade levels.

2. Inhibiting Factors

These inhibiting factors constitute a crucial strategic step in efforts to improve the quality of library services. A comprehensive understanding of the various existing barriers will enable education stakeholders to design targeted and sustainable solutions. Furthermore, identifying the root causes will also aid in preventative measures to anticipate similar obstacles in the future, enabling libraries to optimally fulfill their function as centers of literacy and learning that support the development of students' reading interests.

The interview results revealed the main factors hindering the quality of library services in increasing students' interest in reading. Budgetary constraints are a fundamental obstacle, resulting in a limited collection of the latest books, inadequate technological facilities, and limited competent human resources in the library field. Furthermore, the lack of integration between library programs and the learning curriculum, minimal training for library staff, and weak coordination between librarians and subject teachers exacerbate the situation. Infrastructure factors such as uncomfortable library spaces, inadequate lighting, and manual catalog systems also significantly hinder the creation of a conducive reading environment.

The interview results concluded that the lack of librarians with a library science background is a crucial obstacle to improving the quality of school library services. Many schools assign teachers or administrative staff to manage libraries without specialized competencies in the library and information field. This condition results in unsystematic collection management, limited reference services, and an inability to develop effective literacy programs. Librarians who are not trained in library science often struggle to classify books according to standards, manage catalog systems effectively, and design library promotion strategies that appeal to students.

A lack of understanding of modern library management principles also leads to passive services that are unresponsive to user needs. Librarians without a library education background generally lack mastery of storytelling techniques, reading guidance methods, and strategies for creating a child-friendly library environment. This leads to poor interaction between librarians and students, a lack of innovative literacy programs, and suboptimal use of information technology to support library services. As a result, libraries function primarily as storage spaces for books, rather than as learning centers and sources of inspiration that can sustainably foster students' interest in reading.

Based on the views of school principals, teachers, and librarians, the main inhibiting factors for the quality of library services lie in fundamental managerial and structural aspects. Budget limitations are the most significant obstacle in developing a quality library, where minimal funding allocations impact the lack of procurement of new book collections, suboptimal facility maintenance, and the inability to develop innovative programs. In addition, the lack of professional librarians with special competencies in library management causes library services to not run optimally. Inadequate library infrastructure, ranging from uncomfortable rooms, suboptimal lighting, to spatial layouts that do not support reading activities, also exacerbate this condition and reduce the library's appeal to students.

The most prominent inhibiting factor is books that are not suited to the cognitive development level and interests of elementary school students, which is another significant obstacle. The dominance of textbooks and the limited variety of reading genres, such as picture stories or educational comics, make libraries less attractive. Time constraints and tight schedules due to curriculum demands also make it difficult for teachers to allocate dedicated time for literacy activities in the library. External, systemic inhibiting factors also contribute significantly to the

decline in the quality of library services. The rapid development of technology and the popularity of digital media among children create fierce competition with conventional libraries, where students tend to be more interested in digital entertainment than reading physical books. Lack of parental support and communities that do not have a strong reading culture also weaken school efforts to develop students' reading interests. Education policies that still focus on academic achievement and evaluation systems that prioritize exam results over literacy development make libraries a low priority in school development.

The lack of competence and understanding of literacy among educators is an equally significant inhibiting factor. Many teachers acknowledge their limited knowledge and skills in developing engaging literacy-based learning strategies for elementary school students. A lack of training in techniques for motivating reading interest and developing innovative library programs leads to monotonous and uninteresting library activities. This situation is exacerbated by teachers' already high workloads, making it difficult for them to develop themselves in the areas of literacy and school libraries.

The cumulative impact of these various inhibiting factors significantly impacts elementary school students' reading interest. Unattractive library conditions, monotonous programs, and a lack of integration with learning lead students to perceive libraries as boring and irrelevant to their needs. Limited access to books that match students' interests and ability levels contributes to low library visits. Furthermore, students who lack positive experiences in libraries tend to avoid them and seek more engaging alternatives, creating a negative cycle that further distances students from a reading culture.

Addressing the complexity of these inhibiting factors requires a holistic and sustainable approach involving all educational stakeholders. A strong commitment from the government and education providers to allocate adequate budgets, invest in library human resource training, integrate libraries with the learning curriculum, diversify engaging collections, utilize information technology, and develop innovative literacy programs are key to improving the quality of library services. Without systematic efforts to address these barriers, school libraries will struggle to fulfill their function as effective learning centers in developing reading interest and a culture of literacy in elementary school students. Therefore, strong synergy is needed between school principals, teachers, librarians, parents, and the government to create a library ecosystem that optimally supports the development of students' reading interest.

4. CONCLUSION

Polygamy is one of the teachings of Islam. From an Islamic legal perspective, polygamy is permitted under strict conditions. The Islamic law on polygamy's permissibility is further regulated in the Marriage Law and the Compilation of Islamic Law, which essentially permit polygamy with very strict conditions and mechanisms. PP Number 1990 concerning Amendments to PP No. 10 of 1983 concerning Marriage and Divorce Permits for Civil Servants Article 4 paragraph (2) expressly and definitely does not allow female civil servants to practice polygamy as a second/third/fourth wife with civil servants. This prohibition is contrary to Islamic law, the Marriage Law and the Compilation of Islamic Law itself. This prohibition also tends to be discriminatory against women's rights and creates a legal vacuum as well as new family law problems, in the form of the phenomenon of unregistered polygamous marriages, neglect of women's and children's rights. From the perspective of the *maqāṣid al-syarī'ah*, the prohibition on polygamy of female civil servants is absolutely contrary to the *maqāṣid al-dār ū riyāh al-khams*, namely the *ḥ ifẓ al-d ī n*, *ḥ ifẓ al-nafs*, *ḥ ifẓ al-'aql*, *ḥ ifẓ al-nasl* and *ḥ ifẓ al-māl*. This prohibition does more harm than good. In fact, the prohibition violates the *maṣlaḥah mu'tabarah* by using the excuse of *mafsadah*. This prohibition also does not provide justice and protection for women's dignity. Therefore, PP Number 45 of 1990 contains serious problems and must be revised.

Research Implications

Based on the above research conclusions, there are several research implications. First; it is important to conduct a research study against the prohibition of polygamy for female civil servants from the perspective of *maqāṣid al-syarī'ah*. Second; the formation of legislation related to polygamy must consider the aspects of *maqāṣid al-syarī'ah* and Islamic law in Indonesia. Third; it is necessary to make *maqāṣid al-syarī'ah* a paradigm in evaluating and transforming it in the construction of positive law, the principles and values of *maqāṣid al-syarī'ah* are universal.

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