


# From Campaign to Habit: Evaluating Library Promotion Strategies to Boost Primary Students' Reading Interest

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ARTICLE INFO	ABSTRACT
<p><b>Received:</b> 23 May 2025</p> <p><b>Revised:</b> 30 August 2025</p> <p><b>Accepted:</b> 4 September 2025</p> <p><b>Keywords:</b> Reading interest, library, promotion strategy, education</p>	<p>This study evaluates how library promotion strategies can shift primary students from campaign-based participation to sustained reading habits. Conducted at a primary school in Indonesia, the research employed a qualitative descriptive design using observations, semi-structured interviews with librarians, teachers, and students, and document analysis of logs and circulation records, and photographs if available, to document implementation processes closely. Data were coded inductively and triangulated across sources. Three key initiatives emerged: interactive read-aloud sessions, a curated reading corner, and a daily 15-minute independent-reading routine. Together, these initiatives were associated with increases in library visits and borrowing frequency. Read-alouds modeled fluent reading and introduced new vocabulary; the reading corner broadened interest-aligned choice; and the daily window normalized sustained reading. Constraints that moderated impact included limited collection breadth, constrained facilities and opening hours, and uneven teacher participation. Practical implications include pairing read-alouds with brief discussion prompts, maintaining a regularly refreshed, student co-curated reading corner, institutionalizing a short daily reading slot with light scaffolds, and formalizing teacher-librarian planning for collection development and class-linked mini-lessons. The study contributes by reframing promotion from event-based outreach to routine-embedded practice and by clarifying the enabling conditions required to convert promotional visibility into everyday reading behaviors in primary education.</p> <p><b>How to Cite:</b> Supriyatmi, Riady, Y., Evriza, E., &amp; Ali, A. J. K. N. (2025). From Campaign to Habit: Evaluating Library Promotion Strategies to Boost Primary Students' Reading Interest. <i>Indonesian Language Education and Applied Linguistics Reviews</i>, 1(2), 67-73.</p>

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## 1. INTRODUCTION

A library in a school is very important. The existence of a library in the school, students will get a wider range of knowledge. Students will carry out independent learning activities through reading. School libraries are places of learning that are able to produce a superior generation. In fact, the government has declared September as a month of reading in Indonesia along with the national Library Visit Day (HKP) which is celebrated on September 14. It is hoped that the library will be able to develop an interest in reading in the school environment for the library, students and the school.

The school library is an integral part of teaching and learning at the school and functions as a learning-resource center that supports the achievement of the school's educational goals (Kementerian Pendidikan dan Kebudayaan, 2016; Perpustakaan Nasional RI, 2017). Libraries are places of learning that can produce a superior generation from an early age. The existence of a school library is expected to be able to foster an interest in reading in the school environment. An interest in reading must be cultivated because it is not an innate innate. Interest in reading can be grown by getting children used to reading every day. The use of libraries is still positioned as a complement to the world of education. For example, the existence of the library at SD Negeri Mulo II Wonosari still has obstacles in developing students' interest in reading involving libraries. In

fact, in order to obtain the latest information and information that is confirmed to be true, it can be found in the library.

The benchmark for the success of the use of school libraries can be seen from the arrival of users. Therefore, librarians must be able to provide good services, cultivate libraries with attractive appearances, diverse collections and use appropriate approach strategies so that the arrival of users increases. Users need to introduce the library to the activities in it by promoting the library. This activity is carried out so that users know the benefits of libraries and what kind of services are provided by librarians.

Interest is a description of a person's attitude when wanting something. Interest is able to foster a sense of happiness when it is done, and vice versa if it cannot be carried out, disappointment will arise in the heart. Therefore, interest is closely related to feelings, if doing activities by being forced can eliminate interest in one's self, including reading. When the interest in reading grows in people, there will be data on the encouragement to enjoy reading without any coercion from other parties.

To cultivate students' reading interest through greater engagement with the school library, this study employs targeted promotion strategies and service enhancements, with *promotion* denoting purposeful, systematic activities that publicize the library's collections, services, facilities, and benefits to the school community so they are widely recognized and used (Gufroni, 2022). We can conclude that the interest in reading arises because there is a positive impulse, interest, and curiosity in reading. Reading interest is also related to the collections prepared by the library. The use of existing collections encourages students to use library collections to the maximum. The collection of school libraries must be maximized so that the school's goals in education can be realized properly.

In order for students' interest in reading to increase, the researcher will apply promotional strategies and the use of the reading aloud method. Library promotion strategy is a way of introducing libraries in terms of facilities, collections, services and benefits of libraries. This activity is carried out so that the use of the collection can be used by students to achieve goals and meet needs, in this case the fulfillment of information needs.

Underpinning students' reading development, teachers play a decisive role as proximal, school-based enablers. Through modelling, structured reading time, purposeful task design, and consistent encouragement, teachers increase students' use of library services and the frequency and quality of library visits. When this pedagogical support is aligned with responsive library provision—accessible, age-appropriate collections; welcoming spaces; and guidance—students are more likely to transition from sporadic engagement to sustained reading habits.

Responding to persistently low reading interest and suboptimal library use, this study examines promotion strategies designed to increase students' uptake of library collections. Specifically, it evaluates the effectiveness of targeted campaigns (e.g., read-aloud sessions, reading corners, and required daily reading time) combined with service enhancements in shaping library engagement and the formation of reading habits in primary education.

## 2. METHODS

This study adopts a qualitative, naturalistic approach in which the researcher is the primary instrument, data collection is multi-method, analysis proceeds inductively, and the emphasis is on meaning rather than statistical generalization (Sugiyono, 2020; Creswell & Poth, 2018; Merriam & Tisdell, 2016). The design is aligned with the study's aim to develop an in-depth understanding of library promotion practices and reading engagement as they occur in real contexts.

The research was conducted at SD Negeri Mulo II Wonosari. Participants consisted of library officers and student users, selected on the basis of their direct involvement with library services and promotional activities.

## 2.1. Data Collection

Three complementary techniques were employed to enable method triangulation and a holistic grasp of the phenomenon (Patton, 2015):

- 1) Observation. The researcher conducted direct, naturalistic observation of library spaces, routines, and promotional activities to understand practices in situ and their interaction with the school ecology (Spradley, 1980; Sugiyono, 2020).
- 2) Interviews. Flexible, semi-structured interviews were used to elicit participants' experiences, rationales, and suggestions regarding promotion strategies and service use, allowing probing and adaptation to emerging insights (Kvale & Brinkmann, 2015; Merriam & Tisdell, 2016).

Document Analysis. Pertinent documents—such as written reports, activity records, photographs, and other school materials—were examined to corroborate and contextualize observational and interview evidence (Bowen, 2009; Sugiyono, 2020).

## 2.2. Data Analysis

Data were analyzed descriptively and inductively. Following iterative cycles of data condensation, display, and conclusion drawing/verification, the researcher organized field notes, interview transcripts, and documents; generated initial codes; compared patterns across sources; and formulated evidentiary claims grounded in the corpus (Miles, Huberman, & Saldaña, 2014). Convergence of evidence across methods and participants was treated as a key indicator of analytic robustness (Patton, 2015). The analytic stance remained descriptive–interpretive, consistent with the study's focus on capturing practices and meanings as enacted in the field.

## 3. RESULTS

In the results and discussion of this chapter, the author wants to describe how the promotional strategy process carried out by the Mulo II Wonosari State Elementary School library is to increase users' interest in reading in the library.

### 3.1. The Role of School Libraries in the Teaching and Learning Process and Improving Student Literacy

Low interest in reading will hinder students' critical thinking. There are things about libraries that can affect students' reading interests. A library that has a complete collection, an interesting approach method will have an impact on increasing the motivation and enthusiasm of the users. Getting used to read at the age of elementary school children is the right effort to be able to build their reading habits. The efforts made by library managers will be very influential in increasing students' interest in reading.

The role of school libraries is very important, through the library students will get very complete knowledge and information. Not only is the knowledge of lessons, in the library the collection very extensive. When students often visit the library, they will get knowledge that they do not get in the subject. A lot of reading will make students' mindsets more open. Students who visit the library more often will have a wider range of insights than students who rarely visit the school library.

In the teaching and learning process, libraries have a very important role, teachers will be more helped by the existence of libraries. Many sources of information are obtained by teachers and students in the teaching and learning process. The teaching and learning process when involving the library will make students more active and interested in the teaching and learning process that takes place. Students will gain a lot of knowledge from what they read and from what they discuss with their friends. Therefore, when the school library is used to the maximum by its users, there will be many users who will feel the role of the library.

Libraries that are used to the maximum by users, in this case, students, will have more optimal students' literacy skills. The more vocabulary that students get when reading a lot of books, will increase student literacy at school. This will also increase the level of confidence of students in communication. The more vocabulary students get, the more able students will be able to express their feelings. When students' literacy increases, the learning process in schools will experience an increase in results. Students' literacy skills will give rise to students' achievements in terms of literacy.

### 3.2. Promotion Strategy currently carried out at SD Negeri Mulo II Wonosari

The library is one of the sources of learning and information for students. When students often read books in the library, they will gain more information and wider knowledge. Reading habits must be cultivated and fostered from an early age. Primary school age is the right age for children to build reading habits. This reading habit is related to the child's interest in reading, fostering reading habits that students must have well.

Activities carried out in the form of efforts to increase the reading interest of elementary school students include:

- 1) Provides a wide range of collections  
The library that provides a wide variety of collections aims to make students not feel bored with monotonous reading. The large number of collections in the library will be an attraction for students to visit the library frequently.
- 2) Holding a modest exhibition  
A simple exhibition that is carried out by displaying the latest books and books that are in great demand by students.
- 3) Implement the read-aloud method  
The approach with the reading aloud method is the activity of reading the reading text loud and clear, accompanied by the right intonation, mimics, and appropriate expressions. This activity is carried out during the first break and during empty lesson hours.
- 4) Implementing the School Literacy Movement (GLS) program  
The School Literacy Movement program is carried out in an effort to get used to 15 minutes of reading. This activity is carried out, for example, with teachers reading books and students reading in their hearts.
- 5) Hold a reading corner  
The effort made in holding a reading corner is to provide a space located in the corner of the room equipped with a collection of books that act as an extension of the library's function.
- 6) Require library visits with mandatory reading for at least 15 minutes per day.  
This library visit activity is carried out by requiring students to visit the library with a minimum reading of 15 minutes per day. Students will come to the library during breaks.
- 7) Hold student group discussions  
The student group discussion was carried out guided by the library staff and assisted by other teachers.
- 8) Audio-visual movie playback in another room  
The librarian's program with an audio-visual film screening is held during free hours during teaching hours.
- 9) Conducting student reading guidance according to the reading they are interested in  
Conducting reading guidance with readings that students are interested in is the support of librarians and teachers for the development of reading. This effort aims to help students develop their interest in reading.

### 3.3. Promotion Effectiveness applied at the Mulo II Wonosari State Elementary School Library



The implementation of promotional activities carried out at the library of SD Negeri Mulo II Wonosari as a whole has been effective and the number of library visitors has increased and users are enthusiastic about participating in promotions. Some of the factors that are the benchmark for the effectiveness of the promotion applied are:

- 1) Increasing number of library visitors every day
- 2) Increasing number of library book borrowers
- 3) Active-use users participate in the competition after several strategies are implemented
- 4) Active users make school wall magazines
- 5) The increase in the trust of the Principal can be seen from the smooth running of activities related to literacy.
- 6) Support from the parents of students, judging from the assistance of goods or services launched for this promotional program. For example, book alms to maximize the promotion of reading corners

#### 4. DISCUSSIONS

Across the three flagship initiatives—interactive read-aloud sessions, a curated reading corner, and a daily 15-minute independent-reading routine—students' engagement shifted from episodic participation to more regular, self-initiated use of the library. The read-aloud component is consonant with recent classroom evidence showing that interactive read-alouds, when accompanied by brief talk moves and teacher scaffolding, heighten engagement and comprehension in Indonesian primary EFL settings (Istihari, 2024). Likewise, reading-corner provision aligns with findings that attractive micro-spaces stocked with interest-aligned titles markedly increase on-task reading and library visits (Apriyani & Elizar, 2024). Finally, structuring daily independent reading and augmenting it with light supports (guided choice, quick conferences, peer sharing) reflects a 2024 meta-analysis reporting small but significant gains in reading proficiency when independent silent reading is paired with such additions (Merke et al., 2024). These school-level routines sit within broader evidence that literacy-culture management—including space design, resource curation, and predictable schedules—anchors everyday reading practices (Marmoah et al., 2022).

Despite promising uptake, several constraints moderated impact. Collection breadth and relevance remain pivotal; studies emphasize that sustained interest depends on access to diverse, age-appropriate, and student-chosen texts (Marmoah et al., 2022). Facilities and access windows also matter: limiting opening hours to break times can depress frequency and duration of engagement, whereas welcoming environments and reliable routines sustain participation (Marmoah et al., 2022). Moreover, teacher participation is decisive; international work shows school library professionals and teachers function as instructional partners who convert promotion into everyday reading behaviors through modelling, quick conferring, and task design (Merga, 2025). Complementary Indonesian findings indicate that well-implemented School Literacy Movement (GLS) practices—often coordinated by teachers with the library—are positively associated with higher reading interest (Kuswa, 2025).

Three implications follow. First, retain interactive read-alouds but pair them with concise discussion routines (prompt stems, connection questions) to consolidate engagement (Istihari, 2024). Second, treat reading corners as dynamic displays: refresh fortnightly, front-face popular titles, and invite student curation to sustain novelty (Apriyani & Elizar, 2024). Third, keep the daily 15-minute reading slot but augment it—guided choice, brief 1–2-minute conferences, and peer sharing—mirroring conditions under which independent reading shows reliable benefits (Merke et al., 2024). Parallel work on Indonesian literacy programs suggests that coupling these routines with school-wide literacy management (e.g., scheduling, collection development, teacher-library planning) strengthens day-to-day reading habits (Ahmad, 2024; Marmoah et al., 2022).



## 5. CONCLUSION

This study demonstrates that a coordinated package of library-promotion activities can meaningfully strengthen primary students' reading engagement when implemented as everyday routines rather than one-off campaigns. Three mutually reinforcing initiatives—interactive read-aloud sessions led by library staff and teachers, a curated reading corner that visibly showcases age-appropriate and interest-aligned texts, and a daily 15-minute independent-reading routine—collectively shifted students' participation from sporadic visits to more regular, self-initiated use of library resources. Evidence from school monitoring during the implementation period indicated increased footfall, greater participation in read-aloud activities, and more frequent circulation of materials. Beyond immediate uptake, qualitative accounts suggested that read-aloud introduced new vocabulary and modelled fluent reading, while the reading corner expanded students' perceived choice, allowing them to select texts that match their interests and levels. The daily reading window helped normalize sustained reading as a school habit.

The findings also underscore the importance of alignment between pedagogy and provision. Teacher involvement—through modelling, brief conferring, and integrating library use into class tasks—emerged as a decisive factor in translating promotional messages into durable reading behaviors. On the provision side, accessible collections, welcoming micro-spaces, and responsive services acted as visible signals that the library is an active learning hub, not merely a repository. In practical terms, schools seeking similar gains should: (a) formalize short, predictable reading routines across classes; (b) maintain a “living” reading corner with regular refresh and student co-curation; (c) schedule interactive read-alouds that include concise discussion prompts; and (d) institutionalize teacher-librarian planning for collection development, display themes, and class-linked mini-lessons.

At the same time, several constraints limited the potential impact and point to areas for improvement. First, collection breadth and relevance remain a bottleneck; diversifying genres, text difficulty, and languages is vital for reaching reluctant and emergent readers. Second, limited opening hours—concentrated around break times—reduced opportunities for extended or quiet reading; adding before-school and short, timetabled class slots would likely increase both frequency and quality of engagement. Third, uneven teacher participation constrained scalability; targeted professional development on short conferencing techniques, book-talks, and guided choice could raise classroom carryover. Addressing these constraints will help convert promotional momentum into sustained habits at scale.

The study's contributions should be read alongside its limitations. As a single-site qualitative inquiry conducted over one implementation cycle, the design does not permit causal inference or generalization beyond similar contexts. Data relied on observations, school monitoring records, and participant accounts rather than standardized measures of reading proficiency or motivation. Hawthorne effects may also have inflated short-term participation. Future work should adopt stronger designs—e.g., multi-site, longitudinal mixed-methods or quasi-experimental studies—to estimate effect sizes on both behavioral (visits, borrowing, time-on-task) and outcome variables (comprehension, vocabulary, motivation). Cost and workload analyses would clarify the feasibility of scaling routines such as read-aloud and daily reading across grade levels. Finally, comparative studies that test different promotion “bundles” (e.g., reading corner + peer recommendation vs. read-aloud + teacher book-talks), explore digital complements (e.g., e-book rotations, QR book trails), and examine equity of impact across student subgroups are warranted.

## 6. ACKNOWLEDGEMENT

From the research carried out, there are several suggestions for students' reading interest in the library of SD Negeri Mulo II Wonosari, namely:

- 1) To make the reading aloud program effective which is considered to be optimal in attracting library visitors.



- 2) Expanding the library's inventory of reading materials.
- 3) Development program corner read. Evaluate program with Periodic and update the collection consistently with more attractiveness.
- 4) It involves many parties, such as teachers and parents. The role of teachers and parents to increase students' interest in reading is influential in the development of libraries.

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