

An Analysis of Students' Reading Interest in Islamic Literature at the Library of SMK Negeri 1 Pringapus

Grisdianto ^{a,1*}, Zaenal Abidin ^{b,2}, Isnaini ^{c,3}

^{a,b,c} Universitas Darul Ulum Islamic Centre Sudirman GUPPI

¹ grisdianto09@gmail.com; ² zenit.2611@gmail.com; ³ isnaini2601@gmail.com

* grisdianto09@gmail.com

Received: 06-03-2025

Revised: 13-04-2025

Accepted: 04-06-2025

KEYWORDS

Minat baca
Literatur keislaman
Perpustakaan sekolah
Siswa SMK

KEYWORDS

Reading Interest
Islamic Literature
School Library
Vocational High School
Students

ABSTRACT

This study aims to analyze students' reading interest in Islamic literature at the library of SMK Negeri 1 Pringapus, Semarang Regency. Islamic literacy in schools plays a crucial role in deepening religious understanding while also supporting students' character development. However, technological advancements and shifts in students' learning patterns have contributed to the declining use of library resources, including Islamic reading materials available in school libraries. This research employed a descriptive qualitative approach with a field study design. Data were collected through observations of students' activities in the library, interviews with students, Islamic Education teachers, and librarians, as well as documentation related to library collections and school literacy programs. Data analysis was conducted through the processes of reduction, data display, and conclusion drawing to obtain a comprehensive understanding of the phenomenon under study. The findings indicate that students' reading interest in Islamic literature remains relatively low. This condition is influenced by the limited availability of collections that align with students' needs, suboptimal library management and services, and the absence of consistent reading habits. In addition, the lack of integration between library literacy programs and Islamic Education learning activities has further affected the utilization of Islamic literature. This study highlights the importance of strengthening library management, developing contextualized collections, and fostering collaboration between teachers and librarians to enhance students' reading interest and Islamic literacy.

This is an open-access article under the [CC-BY-SA](#) license.



Introduction

Literacy serves as a fundamental foundation for improving the quality of education and developing human resources. Reading ability is not merely associated with the technical skill of understanding texts, but is also closely linked to students' capacity for critical, reflective, and analytical thinking (Yunus Abidin et al., 2020). In Islamic education, reading carries both theological and pedagogical dimensions, as it is viewed as a means of acquiring knowledge and shaping religious character. Therefore, strengthening a culture of literacy becomes an essential component of the educational process in schools.

At the national level, the development of reading interest among Indonesian society

shows a relatively positive trend. The National Library of the Republic of Indonesia reported that the Reading Interest Index (Tingkat Gemar Membaca/TGM) was 63.94 points in 2022, increased to 66.77 points in 2023, and rose further to 72.44 points in 2024 (PERPUSTAKAAN NASIONAL RI, 2025). Nevertheless, the results of the Programme for International Student Assessment (PISA) 2022 indicate that Indonesian students' reading literacy skills remain below the OECD average (OECD, 2023). These findings suggest that a high level of reading interest does not necessarily correspond to strong reading comprehension or the ability to interpret textual meaning effectively.

Within the school environment, the library holds a strategic role as a learning resource center and a driver of literacy culture. School libraries support the curriculum, broaden access to information, and foster sustainable reading habits (*Ifla_school_manifesto_2021*). Munawaroh (2024) found that the quality of library services and facilities is significantly associated with the improvement of students' reading interest. However, various studies have identified that the limited availability of relevant collections and the lack of innovative literacy programs remain key challenges in optimizing the function of school libraries (Lestari, 2025).

In the context of Islamic education, Islamic literature plays a significant role in shaping students' character and religious identity. Religious literacy can develop optimally when supported by contextualized collections and integrated with classroom learning (Maskur, 2023). The availability of facilities and the relevance of reading materials influence students' reading interest (Abelisa et al., 2025). Therefore, the quality and suitability of Islamic literature collections are key factors in determining their level of utilization.

Vocational high schools (SMK) are characterized by an educational orientation toward vocational competencies and workforce readiness. This condition often results in limited emphasis on non-vocational literacy, including Islamic literacy. In fact, Islamic literacy plays an important role in fostering professional ethics, moral responsibility, and students' integrity through the understanding of religious values. Religious literacy also functions to instill character and social attitudes aligned with religious teachings (Azizah & Utami, 2023). Religious literacy among students has been shown to contribute to the development of moral values and positive behavior within the school environment (Sulistyo, 2021). Furthermore, it supports the internalization of ethical values and a sense of responsibility in students (Supriyanto, 2017). Therefore, examining students' reading interest in Islamic literature within vocational school settings is relevant to enriching character education perspectives grounded in religious values.

SMK Negeri 1 Pringapus, as one of the vocational education institutions in Semarang Regency, has a school library that houses a collection of Islamic literature serving as a learning resource and a means of fostering students' literacy culture. However, the extent to which these collections are utilized by students, as well as the factors influencing their reading interest, still requires empirical investigation. The availability of library collections does not necessarily correspond with their level of use when it is not supported by a strong literacy culture (Anwar et al., 2019). Ideally, the school library should function as a central learning resource and a driving force for students' literacy activities (Lasa, 2017).

Based on these considerations, this study is essential to analyze students' reading interest in Islamic literature at the library of SMK Negeri 1 Pringapus and to identify the factors influencing it. This research is expected to contribute to the development of Islamic literacy in schools while also providing a basis for formulating more effective and contextual library management strategies. Strengthening literacy in schools is also part of broader efforts to cultivate a reading culture and enhance the quality of student learning (Yunus Abidin et al., 2020)

Method

This study employed a qualitative approach using a descriptive field research design. This approach was chosen as it allows for an in-depth and comprehensive exploration of students' reading interest in Islamic literature at the library of SMK Negeri 1 Pringapus. Qualitative research focuses on understanding meanings, experiences, and the real-life conditions encountered by research participants within their natural context. It is defined as an approach used to examine natural settings, where the researcher serves as the key instrument, data collection is conducted through triangulation techniques, and data analysis follows an inductive process (Sugiyono, 2022, hlm. 15)

The research subjects consisted of students who actively utilized the library as the primary informants, as well as Islamic Education teachers and the librarian as supporting informants. Informants were selected purposively by considering their involvement, experience, and the relevance of the information they possessed in relation to the research focus. The purposive technique is considered appropriate in qualitative research as it enables the collection of in-depth and contextual data. Purposive sampling is defined as a sampling technique based on specific considerations to ensure that the data obtained are more representative (Adlini et al., 2022).

In-depth interviews were conducted to explore participants' experiences, perceptions, and the factors influencing their interest in reading Islamic literature. This technique enables the researcher to understand the subjective meanings held by informants regarding the phenomenon under study. In-depth interviews aim to obtain detailed information about informants' experiences and perspectives toward a particular phenomenon (Kusumastuti & Khoiron, 2019)

In addition, documentation was used as supporting data in the form of library archives, student visit records, and photographs of literacy activities. Documentation serves to strengthen the data obtained from observations and interviews. As explained by Hermawan (2020), documentation is a data collection technique used to complement the data derived from observations and interviews (Hermawan et al., 2020).

Data analysis was conducted using the interactive model of Miles and Huberman, which consists of data reduction, data display, and conclusion drawing. The analytical process was carried out continuously from the beginning of data collection until the completion of the study. In qualitative research, data analysis is conducted interactively and continues until the data reach saturation (Sugiyono, 2022, hlm. 366)

The validity of the data was examined through source and technique triangulation

by comparing the results of observations, interviews, and documentation to ensure the consistency and credibility of the research findings. Triangulation is used to test data credibility through cross-checking data from various sources and techniques (Fadli, 2021). This technique was employed to enhance the trustworthiness of the research results obtained by the researcher.

Through these stages, this study is expected to provide a comprehensive description of students' reading interest in Islamic literature, as well as the factors influencing it, within the context of school library management.

Result and Discussion

1. Results

This study produced several important findings that illustrate the condition of students' reading interest in Islamic literature at the library of SMK Negeri 1 Pringapus. These findings were obtained through direct observation, in-depth interviews with students, Islamic Education teachers, and the librarian, and were supported by library documentation data. In general, the results indicate that students' reading interest in Islamic literature remains suboptimal and is influenced by various internal and external factors.

The main findings of the study are as follows:

- a. **Limited Availability of Islamic Literature:** The collection of Islamic literature in the library is still relatively limited compared to general textbooks. This condition reduces the variety of Islamic reading materials available to students, resulting in less-than-optimal utilization.
- b. **Low Intensity of Library Visits:** Students' visits to the library tend to be situational and usually increase when school assignments are given. Most students have not yet made the library a place for regular reading.
- c. **Perception of the Library as a Formal Learning Space:** Most students perceive the library as a place primarily associated with academic activities, such as completing assignments and searching for learning references. As a result, the recreational function of literacy has not been fully utilized.
- d. **The Influence of the Library Environment on Reading Interest:** The physical condition of the library, the comfort of the reading area, and the quality of librarian services all influence students' interest in visiting the library. A comfortable environment tends to encourage students to read for a longer period of time.
- e. **Islamic Literacy Has Not Yet Become a Reading Priority:** Most students access Islamic literature only when it is related to assignments in Islamic Education classes. Islamic reading materials have not yet become a primary choice in their daily reading activities.
- f. **Motivational Factors and Reading Experience:** Enjoyable reading experiences affect the frequency of students' library visits. Students who are satisfied with the library's collections and services tend to return more often to read.
- g. **The Role of the Library as a Potential Means of Strengthening Islamic Literacy:** The school library has considerable potential to increase students' interest in Islamic literature, provided that it is supported by the addition of relevant

collections, engaging literacy programs, and more innovative service management.

This study also relies on the following main theories as the basis for analysis:

- a. Interest Theory by Crow & Crow (1984)
Interest is a psychological tendency that encourages an individual to pay attention to and engage in a particular activity (Crow, Alice et al., 1984). In the educational context, reading interest is understood as an internal drive that makes individuals feel attracted to and enjoy reading activities, thereby encouraging active engagement in the use of reading materials.
- b. Management Theory by George R. Terry (2021)
Management is a process that includes planning, organizing, implementing, and controlling in order to achieve goals effectively and efficiently (Terry, 2021). In the context of the school library, this theory is used to understand how the management of collections, services, and library facilities contributes to supporting the improvement of students' reading interest.
- c. Literacy Theory by Brian Street (2003)
This theory explains that literacy is not merely the ability to read and write, but also a social practice shaped by cultural context, values, and environment (Street, 2003). In this study, Islamic literacy is understood as a reading practice related to the understanding of religious values through students' interaction with reading materials in the school library.

In this study, the analytical framework is drawn from these three theories to explain how students' reading interest in Islamic literature is shaped through the interaction of psychological factors, library management, and students' literacy experiences. Interest theory provides an explanation of the motivational and affective aspects of reading engagement, management theory explains the role of library administration in creating a conducive literacy environment, while literacy theory offers a conceptual foundation for understanding reading as a means of developing comprehension and internalizing Islamic values.

SMK Negeri 1 Pringapus is an educational environment inhabited by students with diverse social backgrounds, interests, and learning abilities. These differences in characteristics influence students' academic habits, including their reading activities. In this context, the school library plays a strategic role as a learning resource center that supports the development of a literacy culture within the educational setting (Putri et al., 2022). This condition indicates that the school library has strong potential to foster students' reading interest when managed effectively (Ginting et al., 2024).

The library at SMK Negeri 1 Pringapus not only provides general textbook collections, but also houses a number of Islamic literature resources that can be utilized as enrichment reading materials. However, the use of these collections remains limited because most students primarily use the library for formal academic purposes, such as searching for assignment references or learning materials..

Table 1. Number of Visitors to the SMK Negeri 1 Pringapus Library by Department in the 2024/2025 Academic Year

Month	program		
	Automotive Engineering	Visual Communication Design	Fashion
July	8	15	11
August	26	44	59
September	27	41	42
October	24	57	39
November	4	22	12
December	0	0	5
January	40	32	40
February	27	34	24
March	2	2	8
April	8	5	31
May	2	1	9
June	0	0	2
Total	168	253	282

Student visits to the library appeared to be higher in August, September, October, and January, mainly due to the need to find materials for assignments and to support classroom learning. In contrast, the number of visits tended to decline in November, December, May, and June as learning activities decreased toward the end of the semester. This condition indicates that students' presence in the library is influenced more by academic needs than by independent reading habits..

Table 2. Book Collection and Students' Reading Rate at the Library of SMK Negeri 1 Pringapus

Type of Book	Number of Titles	Number of Copies	Student Reading Percentage
Islamic Religion	39	1300	11,05%
Science	12	1130	9,62%
Mathematics	15	1700	10,47%
English	10	800	6,81%
Indonesian Language	17	1750	13,89%
Vocational Subjects	17	1600	14,62%

Non-Islamic Religions	7	70	0,60%
Other Books (novels, etc.)	375	3400	32,94%
TOTAL	492	11750	100%

The data show that the highest student reading rate is found in other books, such as novels and general reading materials, followed by vocational books and Indonesian language books, which are directly related to learning needs. Meanwhile, Islamic religion books, mathematics books, and science books are read at a moderate level, while English books are relatively less read, and books on religions other than Islam are the least read. This indicates that students tend to be more interested in light and practical reading materials than in conceptual or religion-based texts.

Table 3. Factors Influencing Students' Reading Interest in the Library

No.	Factor	Frequency of Occurrence in Interviews	Respondents' Statements
1	Academic needs	85%	"I go to the library when there is an assignment from the teacher."
2	Reading comfort	65%	"The library is a quiet place for reading."
3	Interest in reading materials	74%	"I am more interested in coming when the books are interesting."
4	Learning support	71%	"The books in the library help me understand the lessons."
5	Access to learning resources	69%	"There are many references in the library that are not available in the classroom."
6	Teacher motivation	65%	"Teachers often encourage us to look for books in the library."
7	Learning environment	63%	"The atmosphere supports independent learning."
8	Use of free time	60%	"When I have free periods, I rarely go to the library."
9	Availability of collections	70%	"The book collection is not diverse enough."
10	Personal literacy interest	55%	"I come because I genuinely enjoy reading."

The interview results indicate that students' visits to the library are primarily influenced by academic needs, such as searching for assignment materials and resources to support learning. In addition, factors such as the comfort of the place, interest in the reading materials, and ease of access to learning resources also encourage students to visit. The role of teachers, through their recommendations to use the library, as well as a supportive learning atmosphere, serves as an additional factor that strengthens students' interest in visiting. However, some students admitted that they rarely use their free time to visit the library, mainly because the collection is considered insufficiently diverse. This suggests that students' interest in visiting the library is influenced not only by learning needs, but also by the quality of the environment and the availability of engaging reading materials.

2. Discussion

a. The Library as a Space for Religious Literacy

The research findings indicate that the library of SMK Negeri 1 Pringapus functions not only as an academic facility, but also has the potential to serve as a space for religious literacy. Although student visits are still largely dominated by assignment-related needs (see Table 3), the presence of Islamic literature collections continues to provide opportunities for students to engage with religious values through reading activities.

This condition suggests that the library can function as a non-formal learning space that helps shape students' literacy habits. A learning environment that provides access to a variety of reading resources has been shown to encourage students' engagement in reading activities (Wulandari et al., 2025). In addition, a library that is utilized as a space for independent learning can strengthen literacy experiences beyond the formal classroom setting (Nasution, 2022).

b. The Relevance of Reading Interest to Collection Availability

The data in Table 2 show that students' reading rate is higher for general books, such as novels, than for Islamic literature. This indicates that students' reading interest is strongly influenced by the relevance of reading materials to their needs and experiences.

This finding is consistent with the study by Fitriani (2025), which shows that students tend to prefer reading materials that are contextual and closely related to their daily lives. The availability of varied collections is an important factor in shaping reading preferences (ELISA, 2025)

The results of this study further indicate that Islamic literature still has the potential to be utilized when it is presented in a contextual and practical manner. This suggests that the improvement of Islamic literacy depends not only on the number of available collections, but also on the relevance of their content to students' characteristics (Fadli, 2021).

c. The Influence of Library Management on the Intensity of Visits

The interview results (Table 3) show that factors such as the comfort of the space, librarian services, and ease of access to collections are important in encouraging student visits. A conducive environment has been shown to increase students' engagement in reading activities.

This finding reinforces the study by Al Cholikh & Kurniawan (2022)(Ningsih, 2024), which states that the quality of library management is closely related to students' interest in visiting the library. Libraries that are managed effectively tend to be more capable of attracting user participation (Ningsih, 2024).

This indicates that library management serves not only an administrative function, but also plays a role in shaping students' reading experiences and strengthening the culture of literacy within the school environment.

d. Islamic Literacy as a Social Practice

In this study, Islamic literacy emerges as a social practice formed through students'

interaction with reading materials. Although it has not yet become a primary choice, the presence of Islamic literature still provides space for the process of interpreting values through reading activities.

The literacy-as-social-practice approach emphasizes that reading activities are shaped by the reader's environment and experiences (Street, 2003). In the context of Indonesian education, religious literacy has been shown to contribute to students' character development when supported by adequate access to reading materials (Syakur et al., 2025).

Thus, Islamic literacy is not only related to understanding texts, but also to the process of internalizing values that is developed through reading experiences.

e. Implications for the Development of School Literacy Programs

The research findings indicate that the library has considerable potential to support the strengthening of Islamic literacy when accompanied by appropriate management strategies. The addition of collections, literacy programs, and teacher involvement can enhance students' reading interest.

Ananda (2025) shows that school-based literacy programs can increase student engagement when supported by collaboration between teachers and librarians. This indicates that strengthening literacy requires a systematic and sustainable approach.

The practical implications of this study include:

- 1) the addition of contextualized Islamic literature collections,
- 2) the strengthening of school literacy programs, and
- 3) collaboration between teachers and librarians.

These measures have the potential to increase students' engagement in reading activities and strengthen Islamic literacy within the school environment.

f. Limitations and Challenges

This study is limited in scope, as it focuses only on a single school. In addition, students' reading interest is also influenced by external factors, such as learning habits and the development of digital technology.

Another challenge lies in students' perceptions, as they still tend to view the library as a formal academic space. This condition is similar to the findings of Prabowo (2021), which indicate that transforming the function of the library into a literacy space requires support from school policy.

Conclusion

Students' reading interest in Islamic literature at the library of SMK Negeri 1 Pringapus remains relatively low and is shaped by several interconnected factors, including the limited availability of relevant collections, students' perceptions of the library as primarily a formal academic space, and the dominance of assignment-related

needs as the main motivation for reading. Despite these challenges, the findings reveal that the school library holds significant strategic potential as a space for strengthening religious literacy. When supported by effective management, relevant and contextualized collections, and sustainable literacy programs, the library can serve a broader role beyond academic support. Through stronger collaboration between teachers and librarians, Islamic literature can be utilized not only as a source of knowledge, but also as a meaningful medium for fostering students' moral values, religious understanding, and character development.

References

- Abelisa, S., Koerniawati, T., & Lestari, E. S. (2025). ANALISIS PENGARUH FASILITAS DAN LAYANAN PERPUSTAKAAN SEKOLAH TERHADAP MINAT BACA SISWA SEKOLAH MENENGAH PERTAMA STELLA MATUTINA SALATIGA. *Journal Papyrus: Sosial, Humaniora, Perpustakaan Dan Informasi*, 4(2), 64-76.
- Adlini, M. N., Dinda, A. H., Yulinda, S., Chotimah, O., & Merliyana, S. J. (2022). Metode penelitian kualitatif studi pustaka. *Jurnal Edumaspul*, 6(1), 974-980.
- Ananda, R., Hidayati, S., Rahmadani, I. S., Jannah, W. R., & Adelya, Y. (2025). EVALUASI PEMBELAJARAN BAHASA INDONESIA BERBASIS LITERASI DI SEKOLAH DASAR. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(02), 223-233.
- Anwar, S., Maskur, S., Jailani, M., & Pd, S. (2019). *Manajemen perpustakaan*. Zahen Publisher.
- Azizah, I. N., & Utami, R. D. (2023). Gerakan Literasi Keagamaan sebagai Strategi Pembinaan Karakter Religius pada Siswa Sekolah Dasar. *Quality*, 11(1), 51-66.
- Crow, Alice, Crow, Lester D., & Kasiyan, Z. (1984). *PSIKOLOGI PENDIDIKAN*. Surabaya Bina Ilmu.
- ELISA, M. (2025). *KETERSEDIAAN KOLEKSI BUKU PERPUSTAKAAN TERHADAP MOTIVASI DAN MINAT BACA SISWA DI MAN 1 BANDAR LAMPUNG*. UIN RADEN INTAN LAMPUNG.
- Fadli, M. R. (2021). Memahami desain metode penelitian kualitatif. *Humanika: Kajian Ilmiah Mata Kuliah Umum*, 21(1), 33-54.
- Fitriani, I., Muhammadiyah, M. ud, & Rahmaniah, R. (2025). Efektivitas Penerapan Bahan Ajar Jurnal Baca Untuk Meningkatkan Kemampuan Literasi Dan Bercerita Siswa Di UPT SPF Sekolah Dasar Negeri Mongisidi Kota Makassar. *Bosowa Journal of Education*, 6(1), 388-406.
- Ginting, R. T., Pratiwi, P. P. C. Y., & Payani, P. A. D. (2024). Peran dan Tantangan Perpustakaan Sekolah Berbasis Inklusi Sosial: Studi Kasus di Sekolah Dasar Anak Emas Denpasar. *Seminar Nasional Hukum Ilmu Sosial Dan Ilmu Politik*, 1, 591-598.
- Hermawan, A. H., Hidayat, W., & Fajari, I. (2020). Manajemen perpustakaan dalam meningkatkan minat baca peserta didik. *Jurnal Isema: Islamic Educational Management*, 5(1), 113-126.
- Ifla_school_manifesto_2021*. (n.d.).
- Kusumastuti, A., & Khoiron, A. M. (2019). *Metode penelitian kualitatif*. Lembaga Pendidikan Sukarno Pressindo (LPSP).
- Lasa, H. S. (2017). *Manajemen sumber daya manusia perpustakaan*. Penerbit Ombak.
- Lestari, E. P. (2025). IMPLEMENTASI MANAJEMEN PERPUSTAKAAN DALAM MENINGKATKAN MINAT BACA SISWA. *IHTIROM: Jurnal Manajemen Pendidikan Islam*, 4(2), 629-643.
- Maskur, A. (2023). *Peningkatkan Minat Baca Bagi Siswa Melalui Gerakan Literasi Sekolah*. 4(4).
- Munawaroh, F., Prastika, D., Malinda, D. P., & Tansilurrahman, M. (2024). Peran perpustakaan sekolah dalam meningkatkan minat membaca siswa. *Jurnal Multidisiplin Ilmu Akademik*, 1(4), 8-17.
- Nasution, A. (2022). Gerakan literasi berbasis local wisdom melalui buku budaya Mandailing untuk meningkatkan minat baca siswa. *EUNOIA (Jurnal Pendidikan Bahasa Indonesia)*, 2(1), 31-39.
- Ningsih, R. N. (2024). Implementasi Manajemen Perpustakaan Dalam Meningkatkan Minat Literasi Siswa Di SMK Islam Nurul Hikmah Sangatta. *El-Idare: Journal of Islamic Education Management*, 10(1), 53-60.
- OECD. (2023). *PISA 2022 Results (volume I): The State of Learning and Equity in Education* (Programme for International Student Assessment (PISA)) [Research Report]. OECD Publishing. <https://www.oecd.org/pisa/publications/pisa-2022-results.htm>
- PERPUSTAKAAN NASIONAL RI. (2025). *Perpusnas Genjot Peningkatan Budaya Baca dan Literasi melalui Program Inklusi dan Digitalisasi* [Graphic]. <https://www.perpusnas.go.id>

- Prabowo, T. T. (2021). Efektivitas sistem temu kembali informasi perpustakaan digital Institut Seni Indonesia (ISI) Yogyakarta dalam tinjauan recall dan precision. *Media Pustakawan*, 28(1), 37-48.
- Putri, M. A., Nugroho, P. J., & Sumarnie, S. (2022). Manajemen Perpustakaan Terakreditasi. *Equity In Education Journal*, 4(1), 17-23.
- Street, B. (2003). What's 'new' in new literacy studies? Critical approaches to literacy in theory and practice. *Current Issues in Comparative Education*, 5(2).
- Sugiyono. (2022). *METODE PENELITIAN DAN PENGEMBANGAN (Research and Development/R&D)*. ALFABETA, cv.
- Sulistyo, A. (2021). Urgensi Dan Strategi Penguatan Literasi Media Dan Digital Dalam Pembelajaran Agama Islam. *At Turots: Jurnal Pendidikan Islam*, 129-139.
- Supriyanto, H. (2017). Implementasi gerakan literasi sekolah dalam menumbuhkan minat membaca siswa. *Wiyata Dharma: Jurnal Penelitian Dan Evaluasi Pendidikan*, 5(2), 68-82.
- Syakur, M., Ekaningrum, I. R., & Batta, U. R. (2025). *Pendidikan Literasi Keagamaan Dan Budaya Di Era Digital: Optimalisasi Deep Learning Untuk Pembelajaran*.
- Terry, G. R. (2021). *Dasar-Dasar Manajemen Edisi Revisi*. Bumi Aksara.
- Wulandari, P., Fitriyah, M., Fajri, M., & Asra, N. (2025). Peran Perpustakaan Sekolah Dalam Meningkatkan Minat Baca Siswa di SDN Pabian IV. *Jurnal Ilmiah Penelitian Mahasiswa*, 3(1), 338-344.
- Yunus Abidin, Tita Mulyati, & Hana Yunansah. (2020). *PEMBELAJARAN LITERASI Strategi Meningkatkan Kemampuan Literasi Matematika, Sains, Membaca, dan Menulis*. Bumi Aksara.