Evaluation of Library Programs in Increasing Reading Interest Students at MI Plus Nur Rahma Bengkulu City

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Abstrac: Reading interest among students is still relatively low, as evidenced by the library program being positioned merely as a complement and not being empowered or made effective. This study aims to evaluate the effectiveness of the library program in increasing students' reading interest at MI Plus Nur Rahma, Bengkulu City. It uses a descriptive qualitative method with the CIPP evaluation model approach (context, input, process, and product). Data collection techniques include observation, interviews, and documentation. The results of the study show that the contextual aspect of the library program emerged as a response to students' low literacy culture and the need to strengthen reading habits within the school environment. In terms of program input, the school has provided basic facilities such as a library room and a book collection, and has involved teachers and librarians, although the number and variety of books are still limited and the human resources need improved competencies. In the program process aspect, the implementation has been carried out regularly and in a structured manner through various literacy activities, although coordination and evaluation are still not optimal. Meanwhile, in the product aspect, the program has shown results in the form of increased reading frequency and students' enthusiasm for literacy activities, although the improvement is not evenly distributed across all classes. Thus, the library program can enhance students' reading interest. Therefore, it is recommended that to further improve students' reading interest, the evaluation of the library program in the madrasa should be strengthened.
Keywords: Library Program Evaluation, Students' Reading Interest.

Abstrak: Minat baca dikalangan siswa masih tergolong rendah terlihat program perpustakaan masih diposisikan sebagai pelengkap dan tidak diberdayakan serta tidak berdaya guna. Penelitian ini bertujuan untuk mengevaluasi efektivitas program perpustakaan dalam meningkatkan minat baca siswa di MI Plus Nur Rahma Kota Bengkulu. Menggunakan metode kualitatif deskriptif dengan pendekatan model evaluasi CIPP (context, input, process, dan product). Teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa aspek konteks program perpustakaan lahir sebagai respons terhadap rendahnya budaya literasi siswa serta kebutuhan penguatan pembiasaan membaca di lingkungan sekolah. Aspek input program, sekolah telah menyediakan fasilitas dasar seperti ruang perpustakaan dan koleksi buku, serta melibatkan guru dan pustakawan, meskipun jumlah dan variasi buku masih terbatas dan sumber daya manusia perlu ditingkatkan kompetensinya. Aspek proses program, pelaksanaan program telah berjalan secara rutin dan terstruktur melalui berbagai kegiatan literasi, namun koordinasi dan evaluasi masih belum optimal. Sedangkan aspek produk, program telah menunjukkan hasil berupa meningkatnya frekuensi membaca dan antusiasme siswa terhadap kegiatan literasi, meskipun belum merata di semua kelas. Dengan demikian, dapat disimpulkan bahwa program perpustakaan dapat meningkatkan minat baca siswa. Sehingga dapat disarankan, jika ingin meningkatkan minat baca siswa, maka tingkatkan evaluasi program perpustakaan di madarasah.
Kata kunci: Evaluasi Program perpustakaan, Minat Baca Siswa.

Introduction

Library programs are a series of activities that are very interesting to evaluate because library programs are a work plan that is prepared and implemented by librarians in achieving certain goals, such as improving services, developing collections, and supporting the needs of library users.[1] Library programs include technical activities such as collection development, installation of automation systems, and inventory, as well as service activities such as circulation services, library promotion, information literacy development, and coaching in increasing students' interest in reading. The library program is able to provide the right and accurate source of information for each user.[2] School libraries as a means of supporting learning activities in spurring the achievement of educational goals in schools.[3] The school library is a learning resource center and a provider of learning information resources for school residents.[4] The library has a variety of collections that can be used by students and teachers for learning needs.[5] The school library

as an information unit has good performance, if managed properly and adequately, then the goal that has been set is achieved, which is to increase students' interest in reading in madrasas.[6] School libraries function and play a role in developing students' reading interests in an effort to achieve independent learning habits among students.[7] Thus, the library program functions and plays a role in increasing students' interest in reading in madrasas.

Reading interest is a person's interest, tendency, or strong desire to do reading activities voluntarily, without coercion from others, and is usually accompanied by feelings of pleasure and encouragement from within. A person who has a high interest in reading actively seeks out reading materials, enjoys the process of reading, and makes it a habit.[8] An interest in reading is an internal drive that makes a person motivated to read, either for entertainment, knowledge, or deeper understanding. These interests include cognitive, emotional, and social aspects.[9] A high interest in reading not only improves

[1]Afrizal Syafriantoni.M 2Khairiah 3 Syamsul Rizal, 'EVALUATION OF THE ONE-WEEK PROGRAM OF ONE BOOK TITLE (SAMISAJUKU) IN INCREASING STUDENTS' INTEREST IN READING AT SDN 40 SELUMA', *An Nizom*, 9.3 (2024), 96–105.

[2]No, Prastowo. 2018. *Learning Resources and Learning Resource Centers: Theory and Its Application in Schools/Madrasahs.* Depok: Prenadamedia, p.15

[3]you. 2017. *School Libraries: Approaches to Management and Work Procedures.* Jakarta: Grasindo, p. 50

[4]Togarman Damanik, Ulung Napitu, and Hisarma Saragih, 'The Utilization of School Libraries as a Learning Resource in Higher Secondary Schools', *Journal on Education*, 05.04 (2023), 14224–34.

[5]Irma Suryani, 'School Library Management as a Learning Resource for Irma

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[6]Anis Zohariyah. Library Management In Increasing Students' Reading Interest. Journal: Tarbawi Volume 2/ No. 01 January – June 2016, p. 13

[7] Qalyubi, Syihabuddin. 2017. *Fundamentals of Library and Information Science.* Yogyakarta: Department of Library and Information Science, Faculty of Customs, p. 10

[8]Dhina Cahya Rohim, Septina Rahmawati, and Universitas Muhammadiyah Kudus, 'THE ROLE OF LITERACY IN INCREASING STUDENTS' INTEREST IN READING IN ELEMENTARY SCHOOLS', *Journal of Basic Education Review Journal of Education Studies and Research Results*, 6.3 (2020).

[9]Panca Dewi Purwati, et al. 2024. *Becoming a Brilliant Generation, the Role of the Reading Corner in Children's Education.* (Central Java: Cahya Ghani Rechovery). Pg. 14 The Gospel of Jesus Christ

reading skills but also opens the door to broader knowledge and critical thinking.[10] Reading interest makes students more fond of reading which has an impact on learning outcomes, students become easier to understand the subject matter and have reading habits.[11] Thus, library programs can increase students' reading interest, and improve knowledge and foster reading interest among students in madrasas.

MI Plus Nur Rahma Bengkulu City is the location for research, because at MI Plus Nur Rahmah Bengkulu City there is a library, and has supporting facilities that are quite adequate in helping success in learning, but library managers are still positioned as complementary and not empowered and useless. Students' interest in reading or reading culture is still relatively low. Based on the problems mentioned above, the researcher is interested in conducting a research entitled "Evaluation of Library Programs in Increasing Students' Reading Interest in MI Plus Nur Rahma Bengkulu City."

The purpose of this study is to evaluate library programs in increasing students' reading interest in MI Plus Nur Rahma, Bengkulu City. To facilitate the achievement of the above-mentioned goals, the author formulates the following four questions: (1) What is the context of the library program in increasing students' reading interest in MI Plus Nur Rahma Bengkulu City?; (2) How is the input of the library program in increasing students' interest in reading at MI Plus Nur Rahma Bengkulu City;? (3) What is the process of the library program in increasing

students' reading interest in MI Plus Nur Rahma Bengkulu City;? and (4) How is the library program product in increasing students' reading interest in MI Plus Nur Rahma Bengkulu City?. The four questions are evaluated and analyzed in the following discussion section.

Methodology

The research uses a descriptive qualitative research method. As Bodgan and Taylor state that qualitative methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behaviors, with the CIPP evaluation model approach , which is an analysis carried out using context, input, process, and product evaluation models.

The object of this research is the evaluation of library programs in increasing students' interest in reading at MI Plus Nur Rahma, Bengkulu City. Meanwhile, the subjects of this study are the Principal, and Staff, Library Guard at MI Plus Nur Rahma, Bengkulu City. Primary data sources and secondary data. Primary data was obtained directly from several sources by conducting interviews. As for secondary data, it is obtained from various sources such as books, journals, and other documents related to the research.[12]

The data collection stage in this study was carried out through observation, interviews, and documentation. Observations in this study were carried out by observing directly at MI Plus Nur Rahma, Bengkulu City. Interviews in this study were conducted in a

[10]Eliza, et al. 2024. *Pinter Literacy and Numeracy: A Practical Guide for Teachers/Lecturers and Parents.* (Central Java: PT Nasya Expanding Management). P.28

[11]Ibn Husein Rahmatullah, et al. 2022. *Essay on basic education.* (Central Java: PT Nasya Expanding Management). Pg.50

[12]Sugiyono. (2013). Quantitative, Qualitative Research Methods and R&D. ALPHABET. Pg. 80

structured manner to the principal and staff as well as library guards.

Data analysis techniques are the process of systematically compiling data obtained from the results of interviews, observations, and other data collection methods so that they can be understood and disseminated to the general public. In this study, the data analysis used is qualitative data analysis according to Miles and Huberman which consists of three stages, namely data reduction, data presentation, and conclusion drawn.[13]

Discussion

The results of the evaluation of the CIPP model in library program products in increasing students' reading interest in MI Plus Nur Rahma, Bengkulu City, through four stages, namely; (1) the context of library program products in increasing students' reading interest in MI Plus Nur Rahma, Bengkulu City; (2) input of library program products in increasing students' interest in reading at MI Plus Nur Rahma Bengkulu City; (3) the process of library program products in increasing students' reading interest in MI Plus Nur Rahma Bengkulu City; and (4) library program product products in increasing students' reading interest in MI Plus Nur Rahma Bengkulu City.

The Context of Library Programs in Students' Reading Interests

The results of this study show that at MI Plus, Nur Rahma   involves teachers and library managers in compiling programs and utilizing the library as a learning resource to optimize services and programs in the library. As for the management and development of the library at MI Plus Nur Rahma itself, there is the management of library materials, library services, and the development of book collections, although it is still not good. With the existence of library programs and cooperation between various parties, it is able to make students a generation that likes to read, is able to sort information and is able to practice the information in reading.

The results of the evaluation show that the library program can increase reading interest among students. The results of this study are supported by the research of Anis Zohriah (2016) entitled library management in increasing students' interest in reading, that the evaluation aspect in the library management of SMPIT Raudhatul Jannah Cilegon is taken to find out the level of implementation of library programs achieved and of course to improve even better services, thereby increasing interest among students.[14] The context of the library program includes a variety of work programs that aim to provide services, develop collections and increase reading interest to support learning activities.[15]

However, the actual issues in the library program in madrasas are currently facing various factual challenges in an effort to increase students' interest in reading. One of the main issues is the lack of a varied collection of books that are appropriate to students' interests and age levels, which leads to a lack of interest in independent reading. In addition,

[13]Michael Huberman, 'Linkage Between Researchers and Practitioners: A Qualitative Study', *American Educational Research Journal*, 27.2 (1990),   363–91 <https://doi.org/10.3102/00028312027002363>.

[14]Anis Zohriah. 2016. Library Management in Increasing Students' Reading Interest. Vol 2 No 1
[15]ch & Learning in Prima, 'Efforts to Increase the Reading Demand of Elementary School Students', *JOURNAL OF EDUCATION AND COUNSELING*, 2 (2020).

there are still many school libraries that have not been managed optimally, both in terms of facilities, lending systems, and professional librarians.[16] On the other hand, the dominance of the use of gadgets and social media is also a big obstacle because students are more interested in digital content than printed books.[17] The low support of literacy programs from schools and the lack of integration of reading activities in the curriculum also exacerbate this situation.[18] Therefore, library programs need to be strategically optimized through the provision of interesting reading resources, librarian training, and synergy with teachers to create a fun and sustainable literacy culture in the school environment.

Library Program Input in Students' Reading Interest

Based on the results of the research conducted, the input of the library program in increasing students' reading interest in MI Plus Nur Rahma includes several important components, including the availability of facilities and infrastructure, the collection of reading materials, and the human resources involved. The results of the observation show that the school library has provided a fairly

comfortable reading room, although there are still limitations in the number and variety of reading books available. In addition, the existence of teachers and library staff who play an active role in guiding students in choosing books is also a significant supporting factor. In terms of program planning, the school has set a schedule of regular visits to the library and held literacy activities such as reading together and classroom reading corners. These findings show that the inputs prepared by schools have provided a fairly good foundation in supporting the growth of students' reading interests, although there is still a need to strengthen the aspects of reading collection and training of library managers.

In Abdul Rasyid Munthe's research, it was also explained that the management of the library at MAN 1 Medan is good, in terms of routine activities carried out in the library every day, but the interest in reading at MAN 1 Medan is still low, as for the factor that causes low reading interest is the limited collection provided by the library, the library only provides textbooks, and only a few comic books, as well as other reading materials in the library.[19] The obstacles faced by librarians in

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[16]Blitar Tahun and others, 'INCREASING STUDENTS' INTEREST IN LEARNING AND READING INTEREST THROUGH E-LEARNING MEDIA AND E-LIBRARY TO SUPPORT THE SCHOOL LITERACY MOVEMENT PROGRAM (GLS) IN SCHOOLS AND MADRASSAS IN DISTRICTS / CITIES OF THE KEDIRI STATE ISLAMIC RELIGIOUS INSTITUTE INCREASING LEARNING INTEREST AND INTEREST B', *As...*, 2020, 94–119 <http://ejournal.inaifas.ac.id/index.php/assunniyyah/article/view/813>.

[17]Dwi Susilowati, 'CLASSROOM ACTION RESEARCH (PTK) ALTERNATIVE SOLUTIONS TO LEARNING PROBLEMS', *Edunomic*, 12.1 (2018), 29–39.

[18]Abd. Rahman Rabbani and Khairiah Khairiah, 'Evaluation of the Leadership Function in Improving the Quality of Elementary School Learning in Bengkulu', *Al-Khair Journal : Management, Education, And Law*, 2.2 (2012), 78 <https://doi.org/10.29300/kh.v2i2.9312>.

[19]A Khairiah Khairiah, Ali and M Mulyadi, 'Misperceptions of Leadership in Education Management in the Metaverse Era', *Migration Letters*, 20.6 (2023), 465–81 <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85175843897&partnerID=40&md5=20c3ba40b853a348a08e0059507d6860>.

managing libraries include inadequate facilities, lack of funds for library operational costs, infrequent training, due to the lack of training activities participated by librarians, to develop insights for human resources (librarians) in the MAN 1 Medan library, and the lack of book collections. [20]

In the implementation of the library program in various elementary schools, including MI Plus Nur Rahma, a number of factual issues were still found that affected the quality of the program's input. One of the main problems is the limited collection of books that are less diverse and not always in accordance with the level of development and interest of students.[21] In addition, library facilities such as narrow reading rooms, inadequate lighting, and the lack of supporting facilities such as bookshelves, reading tables, and literacy corners are also obstacles in creating a conducive reading environment.[22] Another issue that is quite crucial is the lack of librarians who have competence in the field of library management and children's literacy. In addition, the low budget allocation from schools for library development causes the available program inputs to be not optimal.[23] All of these factors show that although the enthusiasm for increasing students' interest in reading is quite high, it is still necessary to improve the input thoroughly so that the

library program can run more effectively and sustainably.

Library Program Process in Students' Reading Interest

Based on the results of the research analyzed using the CIPP evaluation model approach, especially in the process aspect, the implementation of the library program at MI Plus Nur Rahma shows that there are systematic efforts to increase students' interest in reading. The program process includes the implementation of literacy activities such as regular visits to the library, reading programs 15 minutes before lessons, as well as thematic activities such as "literacy days" and speed reading competitions. In its implementation, classroom teachers and librarians are actively involved as facilitators of activities, although the coordination between the school and the library manager is still not fully optimal. The study also found that program evaluations were carried out informally through monitoring student interest and book borrowing records, but were not supported by structured assessment instruments. This shows that even though the program implementation process is already underway, improvements are needed in the aspects of supervision, involvement of all parties, and the use of more systematic

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[20]ABDUL RASYID MUNTHE. 2019. LIBRARY MANAGEMENT IN INCREASING STUDENTS' READING INTEREST IN MAN 1 MEDAN

[21]Bandit; Khairiah. Aroman, 'Leadership Effectiveness in Improving The Professionalism of Madrasah Aliyah Teachers in Bengkulu Received : 27-12-2023 Revised : 28-12-2023 Accepted : 29-12-2023 Published on : 31-12-2023 Introduction Leadership Is a Very Important and Strategic Element', 2023, 310–24.

[22]K. Warto, W.; Khairiah, 'The Role of the Principal in Improving the Quality of Education

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[23]Khairiah Khairiah and Sirajuddin Sirajuddin, 'The Effects of University Leadership Management: Efforts to Improve the Education Quality of State Institute for Islamic Studies (IAIN) of Bengkulu', *Journal of Islamic Education*, 7.2 (2019), 239–66 <https://doi.org/10.14421/jpi.2018.72.239-266>.

evaluation tools so that the program process can run more effectively and have a real impact on increasing students' interest in reading.

This finding is in line with the results of research conducted by Fitriyani, stating that the success of the library program process is greatly influenced by the active involvement of teachers and librarians, as well as the planning of targeted activities.[24] Similarly, research by Maulida shows that schools that routinely implement literacy programs with the support of active libraries experience a significant increase in students' reading interest[25]. Therefore, even though the program process at MI Plus Nur Rahma has been running quite well, strengthening the aspects of evaluation and synergy between program implementers is still very much needed to achieve optimal results.

Socially, the implementation of library programs in increasing students' interest in reading cannot be separated from various factual issues that develop in the school environment and the community. One of the main issues is the low literacy culture in the family environment and around students, which causes reading activities to not be a daily habit.[26] Many students are more familiar with the use of gadgets for entertainment than for reading books, so it is difficult to grow interest in reading naturally.[27] In addition, there is still an assumption among parents that reading is only related to schoolwork, not as a need for self-development.[28] In the school environment itself, the lack of training for teachers and librarians in managing and developing literacy programs is also a real social obstacle.[29] These factors suggest that the success of the library program process is not only determined by the internal aspects of the school, but also greatly influenced by the support and social awareness of the environment outside the school.[30]

Library Program Products in Students' Reading Interest

Based on the results of the research analyzed using the CIPP evaluation model approach on the product aspect, the library program at MI Plus Nur Rahma has given a number of positive results in increasing students' interest in reading. The results of the implementation of this program can be seen from the increasing frequency of student visits to the library, the increase in the number of

[24]Fitriyani, N. (2020). The Role of School Library Programs in Increasing Elementary School Students' Interest in Reading. Journal of Literacy and Education, 5(2), 88–95.

[25]Maulida, S. (2019). The Effect of School Literacy Programs on Students' Reading Interest in Elementary Schools. Journal of Basic Education, 4(1), 34–42.

[26]Baiq Arnika Saadati and Muhamad Sadli, 'Analysis of the Development of Literacy Culture in Increasing Students' Interest in Reading in Elementary Schools', *Title: Journal of Basic Education and Learning*, 6.2 (2019), 151–64 <https://doi.org/10.24042/terampil.v6i2.4829>.

[27]Ieke Wulan Ayu, Z Zulkarnaen, and Syarif Fitriyanto, 'Digital Culture in Digital Transformation Facing the Society 5.0 Era', *Journal of Local Community Development*, 5.1 (2022), 20–25 <https://doi.org/10.58406/jpml.v5i1.922>.

[28] Rohim, Rahmawati, and Kudus.

[29]A J Jaelani, 'Digital Literacy and Independent Learning', *National Seminar on Education of Sultan Agung*, 2022, 1–8 <http://jurnal.unissula.ac.id/index.php/sendiksa/article/view/19824>.

[30] Arizul Suwar and Azhar Azhar, 'Analysis of Plans to Improve the Quality of Graduates in Schools', *Tadabbur: Journal of Islamic Civilization*, 4.2 (2023), 504–13 <https://doi.org/10.22373/tadabbur.v4i2.299>.

books borrowed, and the increase in student participation in literacy activities such as reading aloud, retelling the contents of books, and participating in reading competitions. In addition, students show a more enthusiastic attitude towards reading activities, which is shown through the habit of bringing books home and their ability to understand and retell the content of the reading. This result is in line with the program's initial goal, which is to foster a reading culture among students from an early age. However, researchers also found that the increase in reading interest was not even in all classes, and there were still some students who were not actively involved. Therefore, the product of this program is considered quite successful, but it still requires strengthening and equitable implementation strategies so that the benefits can be felt comprehensively by all students.

These findings are in line with research conducted by Wulandari (2020), which shows that the real result of an active library program is a gradual increase in students' reading interest and literacy skills[31]. Similarly, research by Haris (2019) stated that schools that integrate library programs with daily learning activities show more optimal results in fostering a reading culture among students[32]. Thus, the library program product at MI Plus Nur Rahma is considered quite successful, but still requires an equitable distribution of strategies so that the results obtained can be felt by all students equally.

Although various library programs have been implemented in many elementary schools, including MI Plus Nur Rahma, there

are still a number of factual issues that affect the results or products of the program. One of the main issues is the inequality in the results of increasing students' reading interest, where only some students show significant progress, while others have not experienced significant changes. This is often caused by differences in family backgrounds, such as low parental support for reading habits at home. In addition, the lack of a thorough evaluation of program achievements makes it difficult for schools to accurately measure the effectiveness of activities. Many schools also do not have measurable success indicators, so program products tend to be assessed subjectively.[33] Thus, library program products still face factual challenges that require improvements in the evaluation system, family involvement, and capacity building of educators.

Conclusion

Based on the results of the research using the CIPP evaluation model, it can be concluded that the library program at MI Plus Nur Rahma has made a positive contribution to increasing students' interest in reading, although there are still several aspects that need to be improved. From the context aspect, this program was born as a response to the low literacy culture of students and the need to strengthen reading habits in the school environment. In terms of inputs, schools have provided basic facilities such as library rooms and book collections, as well as involving teachers and librarians, although the number and variety of books are still limited

[31]Wulandari, S. (2020). The Effectiveness of School Library Programs in Increasing Students' Reading Interest. Journal of Literacy Education, 6(1), 21–30.

[32]Haris, A. (2019). Integration of Literacy and Learning Programs: Its Impact on Elementary School Students' Reading Interests. Journal of Basic Education, 4(2), 45–53.

[33]Eva Fathyah, Nana Danapriatna, and Ibnu Muthi, 'EVALUATION OF THE SUPERVISION PROGRAM OF MADRASAH SUPERVISORS IN STATE TSANAWIYAH IN BEKASI CITY', 1.3 (2022), 94–102.

and human resources need to be improved in competence. In terms of the process, the implementation of the program has been carried out regularly and structured through various literacy activities, but coordination and evaluation are still not optimal. Meanwhile, from the product aspect, the program has shown results in the form of increasing reading frequency and students' enthusiasm for literacy activities, although it is not evenly distributed in all classes. Thus, the library program at MI Plus Nur Rahma is considered quite successful in fostering students' interest in reading, but it still needs to be improved in terms of input quality, process monitoring, and equitable distribution of results so that the impact is more comprehensive and sustainable.

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