



Strategic Governance of School Libraries: Bridging Infrastructure Limitations and Increasing Reading Motivation

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DOI: <https://doi.org/10.61987/jemr.v5i3.2079>

ABSTRACT

Keywords:

Library Management,
Reading Interest,
School Literacy

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This study aims to analyze the management of school libraries in increasing students' reading enthusiasm through the stages of planning, implementation, and evaluation. The research employs a qualitative method with a descriptive approach to examine how library governance is carried out in supporting students' literacy development. The findings indicate that effective library management includes systematic program planning, the implementation of library services and collection management, and continuous evaluation of library activities to encourage students' reading interest. Although challenges remain, particularly related to infrastructure and supporting facilities, the strategies implemented have contributed to increasing students' visits to the library and gradually fostering a stronger reading culture. The study implies that planned and sustainable library management plays a crucial role in enhancing students' reading enthusiasm, and therefore requires consistent institutional support to strengthen literacy facilities, expand library collections, and develop innovative literacy programs.

Article History:

Received: January 2026; Revised: February 2026; Accepted: March 2026

Please cite this article in APA style as:

Pangestu, A., Nisa', K., & Faridah, I. (2026). Strategic Governance of School Libraries: Bridging Infrastructure Limitations and Increasing Reading Motivation. *Journal of Educational Management Research*, 5(3), 2486-2498.

INTRODUCTION

Libraries are an essential component of the educational system because they function as centers of information, knowledge development, and literacy cultivation. In modern education, the role of the library extends beyond merely storing books; it also serves as a learning resource center that supports students in accessing knowledge and developing critical literacy skills. The availability of quality libraries is therefore important for improving students' reading habits and independent learning abilities (Hefniy & Alwahedi, 2025; Holidi, 2025; Khofsah, 2025; Manshur, 2026). Evidence of the importance of libraries can be seen in the Law of the Republic of Indonesia Number 43 of 2007 concerning Libraries, which states that libraries are institutions that professionally manage collections of written, printed, and recorded works to meet educational, research,

information, preservation, and recreational needs. This regulation confirms that libraries have a strategic role in supporting educational development. Moreover, school libraries provide access to various learning materials that help students broaden their academic insights and develop their intellectual potential (Muli Prima Aldi, 2022). Therefore, strengthening the role of school libraries is crucial in creating a sustainable reading culture and supporting the achievement of educational goals.

Despite the important role of libraries in education, many school libraries still face serious challenges in their management and utilization. In many educational institutions, libraries have not yet functioned optimally as centers of literacy development. One of the main problems is the lack of professional management systems that regulate library services, collection development, and program implementation (Hikmah & Mudarris, 2026; Kusumawati, 2025; Syafiih, 2025). In addition, limited infrastructure, inadequate facilities, and insufficient technological support often hinder the effectiveness of library services. As a result, students tend to view libraries merely as book storage spaces rather than dynamic learning environments that can support their academic development. This condition also affects students' reading interest, which remains relatively low in many school environments. Without effective management strategies, libraries are unable to attract students to visit and utilize available resources regularly. Therefore, improving the management of school libraries becomes an important step to ensure that libraries can function optimally in fostering reading culture and supporting students' literacy development.

In practice, the challenges of library management can also be observed in several schools where libraries have not been managed in a systematic and professional manner. Initial observations indicate that many school libraries experience limitations in infrastructure, collection diversity, and supporting facilities, which reduces their effectiveness as literacy centers (Susanti et al., 2023). In some cases, reading rooms are not adequately designed to create a comfortable learning atmosphere, and the number of available books is limited and less varied. Furthermore, information technology has not been widely integrated into library services, which restricts students' access to digital learning resources. Another common issue is the absence of professional librarians, as library management responsibilities are often assigned to teachers who do not have formal training in library science (Badriyah, 2025; Khosi'in et al., 2024; Nazilah et al., 2024; Zohaib Hassan Sain Samsul Huda, Umar Manshur, Muhammad Lawal Habibu, 2025). This situation can result in ineffective organization of collections and limited innovation in literacy programs. Consequently, students' interest in visiting the library remains low, and the library's role as an additional learning resource outside classroom activities is not fully realized.

Several previous studies have explored the role of school libraries in fostering students' reading interest through effective management practices. Research conducted by Pitriani, Maila Rosidah, and Yuniar (2025) emphasizes that well-organized library management, including the arrangement of book collections, quality service delivery, and literacy program implementation, can significantly increase students' motivation to read. The study applied a qualitative approach using interviews, observations, and documentation to analyze how library management strategies influence students' engagement with reading materials. Similarly, research published in the *BasicEdu Journal* indicates that the utilization of school libraries supported by accessible collections, comfortable reading spaces, and effective service systems can increase both reading interest and the frequency of student visits to the library (Resti Septiani, 2022). These findings demonstrate that library management plays a crucial role in encouraging students to develop positive reading habits. Therefore, strengthening library management systems is widely recognized as an important strategy for improving literacy development in schools.

In addition to the studies mentioned above, other research has also highlighted the importance of strategic library management in supporting students' reading motivation. For example, a study in the *BasicEdu Journal* explains that library management involving systematic organization of collections, visitor services, and literacy program development can significantly influence students' motivation to read (Alpian, Adi, 2022). Meanwhile, research published in the *Tambusai Education Journal* found that low reading interest among students is often related to weak library management and insufficient infrastructure support (Waruwu, 2023). Although these studies provide valuable insights into the importance of effective library governance, most of them primarily focus on general aspects of library management and reading interest. Few studies specifically explore how strategic library management can be implemented in schools facing limitations in infrastructure and facilities. Consequently, there remains a need for research that examines how library management strategies can adapt to such limitations while still promoting students' reading enthusiasm.

Based on the gaps identified in previous research, this study seeks to provide a more comprehensive understanding of school library management by examining how planning, implementation, and evaluation processes can be strategically designed to improve students' reading enthusiasm despite existing limitations. Unlike earlier studies that mainly focus on the effectiveness of library services or literacy programs individually, this research emphasizes an integrated management perspective that includes strategic planning, resource management, service implementation, and continuous evaluation. This approach allows the study to explore how library governance can remain effective even in contexts where infrastructure and facilities are limited. The novelty of this

research lies in its focus on adaptive library management strategies that respond to real challenges faced by schools while maintaining the goal of strengthening literacy culture. Therefore, this study contributes to the development of school library management by highlighting practical strategies that can support sustainable literacy development in educational institutions.

Based on the issues and research gaps discussed above, the main problem addressed in this study concerns how school libraries can be managed effectively to increase students' reading enthusiasm. This research assumes that systematic planning, professional service implementation, and continuous evaluation of library programs are essential elements for strengthening the role of libraries as literacy centers. Through a qualitative descriptive approach, this study aims to analyze library management practices, including planning processes, collection and service management, and evaluation strategies that support the development of students' reading interest. The argument proposed in this study is that strategic and sustainable library management can gradually increase students' engagement with reading activities, even in schools that face limitations in infrastructure and supporting facilities. Therefore, this research is expected to contribute both theoretically and practically by providing insights into effective library governance and offering recommendations for educational institutions to optimize the function of school libraries as centers of literacy and learning support.

RESEARCH METHODS

This study employs a qualitative research design with a case study approach to explore in depth the management of school libraries in increasing students' reading interest. The qualitative case study design was chosen because it enables researchers to understand social phenomena comprehensively within their real-life context and to examine management practices through detailed descriptions of processes, interactions, and experiences of the participants. Through this approach, the research seeks to obtain a holistic understanding of how library governance is planned, implemented, and evaluated in order to support the development of reading culture among students. A case study is particularly suitable for investigating educational management practices because it allows researchers to explore complex institutional processes and contextual factors that influence the effectiveness of library services and literacy programs.

The research was conducted at the library of SMK Ma'arif NU 02 Kemiri as the primary research site. This location was selected based on preliminary observations indicating that the school library faces several challenges related to management practices, infrastructure limitations, and the utilization of library services by students. These conditions make the site relevant for examining how library management strategies are implemented in an educational environment

with limited resources. The research subjects consisted of the school principal, library officers, teachers, and students who were considered to have direct involvement and experience with library activities. Their perspectives were important to obtain comprehensive information about planning, service implementation, and the development of literacy programs carried out in the school library environment.

Data were collected through several techniques, including non-participant observation, semi-structured interviews, and documentation. Non-participant observation was conducted to examine directly the conditions of the library, service activities, and student interactions with library facilities. Semi-structured interviews were used to gather in-depth information from research participants regarding library management practices, literacy programs, and challenges encountered in increasing students' reading interest. Meanwhile, documentation techniques involved collecting various supporting data such as the organizational structure of the library, book collections, visitor records, literacy program documents, and activity documentation related to library services. The collected data were analyzed through several stages, namely data condensation or data reduction, data display, and data verification or conclusion drawing. This analytical process was carried out systematically to interpret the findings and identify patterns related to library management practices. To ensure the credibility and reliability of the data, this study also applied source triangulation techniques so that the information obtained could be cross-checked and verified from multiple sources.

RESULTS AND DISCUSSION

From what I got through interviews with school leaders and library officers, coupled with direct observation at the location, it appears that the management of the library at SMK Ma'arif NU 02 Kemiri faces various problems, especially related to buildings and facilities. Observations show that the library room is less efficient and the conditions are less supportive, resulting in the area for students to read being narrow and unable to accommodate many people.

Furthermore, the number of shelves, tables, and chairs for reading activities is still minimal, which makes it very difficult for students to enjoy reading activities in a relaxed way. The results of the interviews also revealed that the lack of these facilities was caused by limited school funds, so that the physical improvement of the library has not been the main focus. In addition, the students' confessions show that the uncomfortable physical situation of the library such as poor lighting and rarely updated book collections have an effect on their desire to come and read there. Therefore, the data from these interviews

and observations strengthen the suspicion that infrastructure constraints in this library are a big obstacle in efforts to maximize management and directly cause students to rarely use them.

Library Management

Libraries are institutions that act as the main place to get information, study, conduct research, and seek intellectual entertainment by providing a variety of readings for its visitors(Suhardini, 2011). According to Law Number 43 of 2007 concerning Libraries, libraries are institutions that manage collections of written works, printed works, and recorded works professionally with a standard system to meet the needs of education, research, information preservation, and recreation of users. A library is a facility that aims to collect, organize, store, and utilize various sources of information for the needs of users in the lifelong learning process. Libraries function as an entity that provides a space to accommodate, process, and distribute information in the form of written and recorded forms, with the intention of educating, conducting research, and enjoying reading materials(Muli Prima Aldi, 2022).

From the various understandings that exist, it can be concluded that libraries are not only a location to borrow books, but also a center for developing literacy knowledge and culture. The role of libraries is crucial in education

because it serves as a support for learning activities, a place to improve reading skills, and a medium for independent learning for students(Kamulyan & Primasari, 2016).

Library Governance

Library governance is an activity that includes management to manage the planning, organization, implementation, and evaluation of all library resources so that they can operate properly as an information center and place of learning. At the planning stage, it is necessary to determine the objectives, policies, and programs that will be implemented by the library, while the organization focuses more on the placement of tasks and responsibilities for the managers(Agustina, 2021). The implementation is aimed at providing library services to users, while the evaluation aims to measure the success of the management and services that have been implemented. In the context of school libraries, this governance is aimed at supporting the teaching and learning process by providing collections that are in accordance with the curriculum, efficient services, and planned and sustainable management of facilities(Niswaty et al., 2020). Effective library management requires an orderly and consistent work system so that services can

be used optimally by all school members, especially students who are the main users of the library (Yani & Ritonga, 2022).

A crucial aspect in library management is the handling of supporting facilities, including reading areas, equipment and equipment, as well as the condition and availability of reading materials owned. (Resti Septiani, 2022) Adequate physical support serves as the main element that allows library services to be fun and inviting for visitors. A decent reading room, a sufficient number of seats and tables, adequate lighting, and an orderly collection arrangement will make it easier for students to find reference materials. On the other hand, the lack of physical facilities can hinder the realization of library

services to the maximum and reduce the interest of students to come (Ibrahim et al., 2024). Such a situation also affects the lack of use of the library by students and the weakening of the function of the library as the central point of reading activities in schools (Bakti & , Sofyan Susanto, 2022).

This fact is further supported by the finding that libraries with good management can be a tool to form reading habits and help strengthen students' continuous learning motivation (Yani & Ritonga, 2022).

Furthermore, a competent library management arrangement plays an important role in supporting the progress of students' reading interest and reading enthusiasm. If the library is taken care of with careful planning, equipped with friendly services and collections that are in line with the needs of students, it can trigger students' interest to read more actively and make the library a means of acquiring knowledge (Alpian, Adi, 2022). Regular management allows the library to function not only as a place to store readings, but also as a dynamic literacy area and provide educational value. Previous research indicates that the quality of library management is highly correlated with the success of literacy programs in schools and the increase in reading habits among students (Ardiansyah, 2020) Reading Motivation

The encouragement from within and outside of the self that encourages students to participate in reading activities, whether it is part of formal studies or as a daily literacy habit, this is what is called the student reading spirit. This spirit of reading is influenced not only by individual aspects such as curiosity and the need for knowledge, but also by the learning atmosphere that supports reading activities, including the existence of adequate library facilities and a successful literacy plan. A study on how libraries play a role in arousing students' interest in reading reveals that libraries with good management, attractive collections, and support of incentive programs can increase students' enthusiasm to constantly read and come to the library (Primadani & Rifauddin, 2024). This

study indicates that the lack of library facilities, such as incomplete book collections and uncomfortable spaces, hinders the growth of reading enthusiasm in students, therefore schools need to take planned steps to make libraries a literacy center that functions optimally.

The encouragement for students to love reading is also influenced by the atmosphere of the school environment that promotes reading culture, including the implementation of literacy agendas such as the School Literacy Movement (GLS) which runs regularly and sustainably. Studies on GLS's contributions indicate that activities such as reading sessions for a quarter of an hour before class time and periodic visits to library facilities can trigger students to be more interested in reading. As a result, students' enthusiasm and reading habits can be boosted (Apriana et al., 2023). Furthermore, another study revealed that innovative approaches in library management, for example by presenting a collection of books that are in harmony with students' preferences, holding regular reading activities, and fostering reading habits, have been proven to be able to arouse their enthusiasm for learning. This phenomenon arises because students consider libraries as a comfortable location while supporting their learning activities (Fitriani et al., 2023). Thus, elements of the school environment and literacy initiatives synergized with libraries play a crucial role in fostering students' passion for reading.

Referring to the review of theories and previous research results, students' encouragement to love reading is closely related to how school library management is carried out, especially regarding the quality of service, availability of facilities, and the variety of literacy activities presented. Libraries that are not optimally managed, such as incomplete facilities, limited collection content, and services that are not neatly organized, usually reduce students'

enthusiasm in reading. This situation arises because libraries fail to become an attractive learning area while supporting the learning needs of students (Primadani & Rifauddin, 2024). Library management that is well organized and supported by the literacy atmosphere in the school environment, coupled with the implementation of a sustainable literacy agenda, has proven to be able to increase students' interest and enthusiasm to read and use the library more often. Therefore, this study is crucial to observe the contribution of library governance at SMK Ma'arif NU 02 Kemiri in fostering and strengthening students' interest in reading, even though the available facilities and infrastructure are still very minimal.

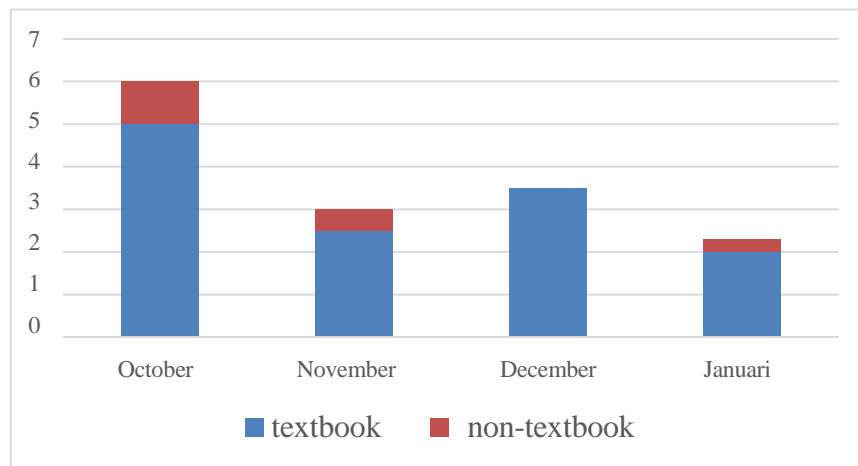


Figure 1. Borrowing library books

Based on the information about book borrowing seen in the chart, it can be seen that the majority of students in the library of SMK Ma'arif NU 02 Kemiri borrow textbooks more often than general reading books or books outside of lessons. This shows that libraries are still used more as a means of support for formal learning activities than as a place to increase reading interest in general. The students tend to use the library collection when they need references to complete assignments or get the subject matter in class. On the other hand, the borrowing of reading books other than lessons, such as general knowledge books, stories, or popular literature, is still relatively low.

This situation shows that students' interest in independent reading activities has not developed well. Other factors that affect this situation are limited library facilities, a collection of books that have not been properly updated, and an uncomfortable reading room for students to linger on reading. Therefore, students only come to the library when they have certain academic needs, not because of an interest in reading. These findings also show that library management still needs improvement, especially in providing a more diverse and interesting collection of readings, as well as in developing literacy programs in schools that can encourage students to read not only textbooks, but also a variety of other types of reading.

In addition, this condition shows that the role of the library as a literacy center in schools has not been optimally utilized by students. Libraries should not only be a place to borrow textbooks, but also be a space that encourages students to read different types of reading that can expand their horizons and knowledge. Therefore, schools and library managers need to make various efforts to increase students' interest in general reading books, for example by

adding interesting book collections, updating collections periodically, and holding literacy activities such as reading programs together or thematic reading corners. These efforts are expected to make the library a more active learning environment and be able to foster a reading culture among students.

CONCLUSION

The findings of this study indicate that school library governance has a significant influence on the development of students' reading enthusiasm. The most important lesson obtained from this research is that effective and well-planned library management plays a crucial role in transforming the library into an active literacy center within the school environment. However, the results show that library management has not yet been optimal, particularly in terms of infrastructure and supporting facilities. Limitations such as inadequate reading spaces, insufficient supporting facilities for reading activities, inadequate lighting, and infrequently updated book collections hinder the library's ability to function effectively as a center for literacy development. These conditions directly affect students' motivation to read and the frequency of their visits to the library. Therefore, strengthening library governance through systematic planning, improved service quality, and consistent literacy programs is essential to foster students' reading habits and maximize the role of libraries in supporting the learning process in schools.

This study contributes to the academic discourse on educational management by highlighting the importance of strategic and sustainable school library governance in fostering literacy culture among students. The findings provide practical insights for educational institutions to improve library management through regular updates of book collections aligned with curriculum needs and students' reading interests, enhancement of library staff capacity through professional training, and integration of library literacy programs with classroom learning activities through collaboration between teachers and library managers. Nevertheless, this research has several limitations, particularly in its focus on a single research setting and the use of qualitative data, which may limit the generalization of the findings to broader contexts. Therefore, future studies are recommended to explore comparative research across multiple schools, incorporate quantitative or mixed-method approaches, and examine the role of digital library systems and technology-based literacy programs in strengthening students' reading culture.

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