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Availability and Utilization of Library Facilities and Infrastructure in The Implementation of The School Literacy Movement

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Abstract

Library facilities and infrastructure play an essential role in supporting the School Literacy Movement (*Gerakan Literasi Sekolah*; GLS) by providing reading resources and an environment that encourages students' literacy development. This study aimed to describe the availability, condition, and utilization of library facilities in implementing GLS, as well as identify challenges in their use. A qualitative descriptive approach was employed. Data were collected through observations, interviews, and documentation of library facilities and literacy activities, then analyzed using data condensation, data display, and conclusion drawing and verification. The findings showed that the library provided essential literacy facilities, including textbooks, non-textbook collections, bookshelves, reading tables and chairs, and other supporting resources. These facilities supported GLS through regular library visits, reading activities, and the integration of library materials into classroom learning. Although GLS had been implemented consistently at the basic level, several challenges remained, including limited library space, unequal distribution of reading materials, administrative management constraints, and the absence of dedicated librarians. To address these issues, the school implemented collection development, facility improvement, strengthened library management, and collaboration with external partners. Overall, the availability of library infrastructure effectively supported GLS implementation, although continued optimization of facilities, collections, access, and management is necessary to ensure sustainable and effective literacy activities.

Keywords: library facilities; infrastructure; school literacy movement; literacy; madrasah ibtidaiyah

1. Introduction

The School Literacy Movement, known in Indonesia as Gerakan Literasi Sekolah (GLS) is one of the efforts to build a culture of literacy in the educational environment through activities that involve the entire school community. The implementation of literacy is not only related to reading and writing skills but also to fostering students' habits in accessing, understanding, and utilizing various information sources. Taylor & Clarke (2025) explain that strengthening a culture of literacy in schools requires a supportive environment and programs implemented on an ongoing basis. Therefore, the implementation of GLS must be supported by various school components, including the availability of facilities and infrastructure that can facilitate students' literacy activities.

One facility that plays a strategic role in supporting the implementation of GLS is the school library. The library serves not only as a place to store book collections but also as a learning resource that provides students with opportunities to obtain information, broaden

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their horizons, and develop reading habits. A well-managed library can provide a conducive environment for students to engage in various literacy activities. Irawati et al. (2025) argue that school libraries play a vital role in fostering a culture of literacy by providing reading materials that students can utilize in their learning and in the development of their literacy skills.

The role of the library as a support for GLS must be backed by adequate facilities and infrastructure. Library facilities may include collections of textbooks and non-text materials, bookshelves, reading tables and chairs, information media, and technological devices, while infrastructure encompasses the library space and a physical environment that provides comfort for users. The availability of these facilities is a crucial component in creating a literacy environment that is accessible to students. According to Miranda et al. (2022), a school environment that supports literacy activities can help foster a reading habit and provide students with opportunities to engage with a variety of reading materials.

The reading materials collection is one of the main components of a school library. A diverse collection is necessary so that students have reading options that suit their needs, ages, and interests. The available collection consists not only of textbooks but can also include storybooks, popular science books, literary works, enrichment books, and other relevant reading materials. Taylor & Clarke (2025) explain that implementing literacy programs in schools requires the support of reading resources that can be used to build students' reading habits. Thus, the availability of a diverse collection is one aspect that must be considered in developing the library as a support for GLS.

In addition to the collection, library usage is a key factor in determining the facility's contribution to literacy initiatives. A library with adequate facilities does not necessarily provide optimal support if its use remains limited. Therefore, schools need to develop programs that encourage students to use the library regularly, whether through scheduled visits, independent reading, book borrowing, or the integration of library resources into learning activities. Literacy programs will have a more optimal impact if supported by well-planned library services, innovative literacy programs, and active use of the library by the school community (Putrisolichat et al., 2026).

Technological advancements also present opportunities for school libraries to expand the scope of their literacy services. The availability of technological devices and internet access can serve as supportive tools in providing a wider variety of information resources. The use of technology allows literacy activities to rely not only on printed reading materials but also on digital learning resources. However, the availability of technological facilities must be accompanied by proper management and users' ability to utilize them effectively. Therefore, the development of library infrastructure must take into account both conventional literacy needs and the evolution of technology-based literacy.

In the context of Madrasah Ibtidaiyah, the library plays a crucial role because students are at the stage of developing reading habits and basic literacy skills. Students' experiences interacting with books and various reading materials starting in elementary school can be part of the process of fostering a culture of literacy. Therefore, the provision of library facilities must be accompanied by utilization programs that give students the opportunity to visit the library, select reading materials, read, and use information sources in their learning activities.

Based on preliminary observations, the library at the research site already has various facilities and infrastructure used to support literacy activities. The available facilities include collections of textbooks and non-textbooks, bookshelves, reading tables and chairs, and several other supporting facilities. The library has also been utilized through student visits and reading activities as part of the implementation of the GLS. These conditions indicate the school's efforts to provide an environment that supports literacy activities.

Nevertheless, the findings also indicate that the use of library facilities and infrastructure still faces several challenges. The limited capacity of the library space affects the number of students who can use the facilities at the same time. In addition, the collection of reading materials does not yet fully align with students' needs and interests. Library administration also requires improvement, and there are currently no dedicated librarians professionally managing library services. These conditions indicate that the mere existence of library facilities does not automatically guarantee the optimal implementation of literacy activities if not accompanied by adequate management, access, and utilization.

Previous research has shown that the success of literacy programs in schools is influenced by the quality of library services, the availability of a diverse collection of reading materials, and the involvement of librarians in fostering a culture of reading (Miranda et al., 2022). Furthermore, an evaluation of school library services indicates that library utilization needs to be supported by innovative literacy programs and sustainable management in order to increase student participation in reading activities.

However, previous research has generally focused more on the implementation of GLS or the role of libraries in general. Studies that specifically integrate aspects of the availability, condition, utilization, and barriers related to library infrastructure in the implementation of GLS particularly in the context of Madrasah Ibtidaiyah still need to be developed. The availability of library facilities does not necessarily indicate that these facilities are being optimally utilized in literacy activities. Therefore, a study is needed that not only identifies the available facilities but also analyzes how they are utilized and the various obstacles affecting the implementation of the School Literacy Movement.

The novelty of this study lies in its integration of the condition and availability of library facilities with patterns of their utilization in the implementation of the School Literacy Movement, as well as the obstacles encountered in practice within the context of Madrasah Ibtidaiyah. This study not only provides an overview of the physical facilities and library collections but also examines how the library is utilized through literacy activities, the obstacles encountered in its use, and the efforts made to optimize the library's function as a support for the School Literacy Movement.

Based on the above description, this study aims to describe the availability and condition of library facilities and infrastructure, analyze their utilization in the implementation of the School Literacy Movement, and identify obstacles and optimization efforts undertaken to support literacy activities. The research findings are expected to provide an empirical overview of the role of library facilities and infrastructure in the implementation of the School Literacy Movement, while also serving as a basis for schools to evaluate and improve their library facilities, collections, services, and management so that literacy activities can be carried out more effectively and sustainably.

2. Method

This study employs a qualitative approach with a descriptive design. This approach was chosen because the study aims to obtain an in-depth understanding of the availability, condition, and utilization of library facilities and infrastructure in the implementation of the School Literacy Movement, known in Indonesia as Gerakan Literasi Sekolah (GLS), including the challenges faced and the optimization efforts undertaken by the madrasahs. Descriptive research is used to describe phenomena based on factual conditions found in the field without applying any treatment or manipulation to the research subjects (Villamin et al., 2025).

The study was conducted at the madrasah serving as the research site, with the research subjects being the library facilities and infrastructure used to support the implementation of the GLS. The observed objects included the library space, collections of textbooks and non-textbooks, bookshelves, reading tables and chairs, literacy support facilities, and available technological devices. In addition to the physical condition of the facilities, the study also examined patterns of library utilization in literacy activities, obstacles encountered in its use, and efforts made to optimize the library's functions.

The research data sources consisted of primary and secondary data. Primary data were obtained through observations of the condition and utilization of library facilities and infrastructure, as well as interviews with informants who were knowledgeable about and involved in literacy activities and library management. Research informants were selected purposefully, taking into account their involvement and knowledge regarding the research focus. Secondary data were obtained from library inventory documents, book collection data, library visit schedules, borrowing records, documentation of literacy activities, and other documents relevant to the implementation of GLS (Alhazmi & Kaufmann, 2022).

The research focus encompasses four aspects: (1) the availability and condition of library facilities and infrastructure, (2) the utilization of library facilities and infrastructure in the implementation of GLS, (3) challenges in the utilization and management of library facilities and infrastructure, and (4) efforts to optimize library facilities and infrastructure in support of GLS. The aspects of availability and condition were examined based on the type, quantity, and suitability of the available facilities. The utilization aspect focused on the use of the library and its reading materials in literacy activities. Meanwhile, the aspects of constraints and optimization addressed the various limitations identified as well as the efforts made by the madrasahs to develop library facilities and services.

Data collection methods included observation, semi-structured interviews, and documentation. Direct observation was conducted to identify the availability and condition of library facilities and infrastructure, as well as to observe their use in literacy activities. Observations included the condition of the library space, the availability and arrangement of the book collection, bookshelves, reading tables and chairs, technological facilities, and students' use of the library. Observation results were recorded using an observation sheet designed in accordance with the research focus.

Semi-structured interviews were conducted with research informants to obtain more in-depth information regarding the use of the library in the implementation of GLS. The interviews were designed to elicit information regarding library visits, students' reading activities, the use of the collection in learning, library management, challenges faced, and

efforts made to enhance the library's role in supporting literacy activities. The semi-structured interview technique was chosen so that the data collection process would remain guided by the research focus while allowing the researcher to develop questions based on information provided by the informants.

Documentation is used to supplement and corroborate data obtained through observation and interviews. Documentation data includes an inventory of library facilities and infrastructure, the number and types of books in the collection, student visit schedules, library administrative records, and documentation of activities related to the implementation of GLS. This data is used to confirm field findings, thereby providing a more comprehensive picture of the condition and utilization of the library.

The primary instrument in this study is the researcher himself, while supporting instruments include observation sheets, semi-structured interview guidelines, and documentation guidelines. The researcher is responsible for determining the research focus, collecting and examining data, analyzing and interpreting findings, and drawing conclusions. Supporting instruments are used to ensure that the data collection process remains aligned with the research objectives and focus.

Data validity was verified through source triangulation and methodological triangulation. Source triangulation was conducted by comparing information obtained from various informants involved in library management and the implementation of literacy activities. Meanwhile, methodological triangulation was conducted by comparing data from observations, interviews, and documentation. For example, information regarding the implementation of students' routine visits to the library, obtained through interviews, was confirmed using visit schedules and activity documentation. Similarly, information regarding the size and condition of the library collection was confirmed through observations and inventory documents.

Data analysis was conducted interactively through the stages of data condensation, data presentation, and the drawing and verification of conclusions. During the data condensation stage, the researcher selected, focused, and grouped data from observations, interviews, and documentation in accordance with the research focus. The data were then categorized into four themes: the availability and condition of library facilities and infrastructure; the use of libraries in implementing GLS; challenges in utilizing and managing libraries; and efforts to optimize library facilities and infrastructure. The data were then presented in the form of descriptive narratives and tables to facilitate the interpretation of the findings. The final stage involved drawing conclusions based on patterns and interrelationships among the findings, which were subsequently verified by comparing data from various sources and data collection techniques.

Through this procedure, this study aims to obtain a comprehensive overview of the availability and utilization of library facilities and infrastructure in the implementation of the School Literacy Movement, while also identifying various obstacles and optimization efforts undertaken. The research analysis is not intended to measure the effectiveness of the School Literacy Movement quantitatively, but rather to describe the empirical conditions and explain how library facilities and infrastructure are utilized to support the implementation of literacy activities in madrasah.

3. Results and Discussion

The research findings were obtained through observations of the condition of library facilities and infrastructure, interviews with informants, and documentation related to library management and the implementation of the School Literacy Movement, known in Indonesia as Gerakan Literasi Sekolah (GLS). Based on the results of data analysis and triangulation, the research findings were grouped into four main themes, namely (1) the availability and condition of library facilities and infrastructure, (2) the utilization of the library in the implementation of the GLS, (3) obstacles to the utilization and management of library facilities and infrastructure, and (4) efforts to optimize library facilities and infrastructure in support of the GLS.

3.1 Availability and Condition of Library Facilities and Infrastructure

The results of observations and documentation show that the library already has a variety of facilities and infrastructure that can be used to support literacy activities. These facilities include the library space, collections of textbooks and non-textbooks, bookshelves, reading tables and chairs, and other supporting facilities. The availability of these facilities is a crucial asset in organizing literacy activities because they provide a space and reading materials that are accessible to students. This finding aligns with Mu et al. (2026), who explain that a learning environment supported by adequate educational facilities provides greater opportunities for students to actively engage in the learning process and literacy development.

The book collection is one of the main components available in the library. Based on research data, the library has 1,588 books that can be used as learning resources and reading materials for students. In addition to the book collection, there are also shelves for storing and organizing the collection, as well as tables and chairs that can be used for reading activities. The presence of these facilities indicates that, in general, the library already possesses the basic components necessary to function as a learning resource and a facility supporting literacy activities. These findings align with Rusconi et al. (2026), who emphasize that the availability of easily accessible learning resources is a crucial prerequisite for creating a learning environment capable of supporting the development of students' literacy competencies.

The availability of reading materials plays a crucial role in the implementation of GLS. Students need access to a diverse range of reading materials so that literacy activities do not rely solely on textbooks. Research shows that schools that provide a diverse collection of reading materials, supported by active library services, are able to increase students' reading engagement, interest in reading, and the development of their literacy skills. Access to high-quality reading materials also fosters the development of sustainable reading habits within the school environment (Merga, 2022). Therefore, the availability of a book collection must be accompanied by efforts to expand the types and variety of reading materials to suit students' needs and characteristics.

The research findings also indicate that the library has been equipped with technology-based support facilities, such as smart TVs and Wi-Fi access. The availability of these facilities has the potential to expand the range of literacy resources that can be utilized in both learning and literacy activities. Students and teachers can not only make use of printed reading materials but also have the opportunity to access digital information and learning resources.

This finding aligns with the results of a study by Liu et al. (2026), which showed that the use of digital technology in school settings can expand students' access to various learning resources and support the strengthening of literacy activities in a more flexible manner.

Nevertheless, observations indicate that the availability of library facilities has not yet been fully matched by optimal capacity and conditions. The existing library spaces still have limitations in accommodating large numbers of students at the same time. In addition, the diversity of the reading collection still needs to be expanded so that students have access to reading materials that are better suited to their age level, needs, and interests.

A learning environment supported by high-quality library facilities plays a crucial role in enhancing student engagement in learning and literacy activities. In the context of this study, the literacy environment is not only related to the existence of a library space but also encompasses the comprehensiveness of the collection, the comfort of the space, access to reading materials, and the ease with which students can utilize the available facilities. A library environment designed for comfort and supported by easily accessible collections and services can foster learning interactions, increase student engagement, and strengthen their literacy experiences (Zheng et al., 2024). Thus, the quality of library support for GLS must be assessed in terms of the availability, condition, and accessibility of its facilities.

3.2 Utilizing the Library in the Implementation of the School Literacy Movement

The research findings indicate that the library has been utilized as one of the supporting facilities in the implementation of GLS. This utilization takes the form of student visits to the library, reading activities, use of the book collection, and the use of library resources to support learning activities. Library visits are scheduled so that students have the opportunity to use the facilities and access the available reading materials. This finding aligns with Woodcock et al. (2023), who explain that a learning environment that provides structured access to learning resources can enhance student participation in learning activities and school literacy.

Routine visits serve as one way to utilize the library in fostering a literacy-rich environment at school. Through these activities, students have the opportunity to interact directly with a variety of reading materials. Reading activities conducted during library visits demonstrate that library facilities serve not only as storage spaces for collections but also as spaces to support students' literacy activities. The planned utilization of the learning environment provides students with broader opportunities to develop active learning habits through continuous learning experiences (Shi et al., 2025).

The results of this study are consistent with McGeown & Smith (2024), who found that implementing school literacy programs requires activities that are systematically planned and carried out on an ongoing basis in order to foster students' reading habits. In the context of this study, scheduling library visits is one strategy for providing students with more regular access. Through scheduled visits, library use can be adjusted to fit the available space, ensuring that all students have equal opportunities to utilize the school's literacy facilities.

In addition to being used for reading activities, the library collection also serves as a resource to support learning activities. Teachers can guide students to use available books or information sources to supplement the material they are currently studying. The integration of literacy and learning activities provides an opportunity for reading to be not merely an

extracurricular activity but an integral part of the process of acquiring and developing knowledge (Ke et al., 2023).

Interviews with teachers revealed that the use of the library is perceived as supporting the development of students' reading habits. However, this finding should not be interpreted as evidence of a quantitative increase in reading interest or habits, as the study did not conduct pre- and post-measurements following the implementation of the GLS. The findings are more focused on the idea that the availability of the library and the implementation of regular visits provide opportunities for students to engage in structured reading activities.

This is consistent with research showing that school literacy programs need to be implemented through consistent reading habits and supported by a school environment that provides access to a variety of reading materials. Furthermore, school libraries play a strategic role in creating opportunities for students to interact with reading materials, thereby strengthening reading engagement and a culture of literacy within the school environment (Irawati et al., 2025). Thus, the use of the library in this study can be understood as one way of providing an environment and opportunities for students to engage in literacy activities.

Although the library is used regularly, there is still a need to optimize its use. Literacy activities need to be expanded so that they do not focus solely on visits and reading, but can also be directed toward a wider variety of activities, such as book discussions, retelling the content of readings, summarizing, group reading sessions, and utilizing relevant digital resources. Developing this variety of activities can expand the library's role as a center for literacy activities within the school environment.

3.3 Challenges in the Utilization and Management of Library Infrastructure

The research findings indicate that the implementation of GLS through the use of libraries still faces several challenges. These challenges include limited library space, uneven diversity in reading material collections, administrative management that still needs to be strengthened, and the lack of specialized librarians. These findings align with those of Wood et al. (2026), who explain that the effectiveness of educational program implementation is influenced not only by policy but also by the availability of resources, facilities, and institutional support within schools.

Limited space capacity prevents the library from being used by large numbers of students simultaneously. This condition is one of the reasons why student visit schedules must be arranged. Scheduled library use is a feasible operational solution, but it also indicates that access to the library remains constrained by available space.

The next challenge relates to the reading materials collection. Although the library already has a sufficient number of books, the diversity and balance of reading materials still need to be improved. A collection dominated by a specific type of material can limit students' choices in selecting reading materials that align with their interests and needs. Therefore, collection development must take into account variations in themes, readability levels, students' age characteristics, and learning needs. This finding is supported by Flood & Banks (2021), who explain that the diversity of learning resources is a key factor in creating a learning environment capable of accommodating the diverse learning needs and interests of students.

According to Laškova & Ročāne (2024), school libraries play a vital role in supporting literacy activities by providing reading materials and an environment that students can utilize. Based on this perspective, the size of the collection is not the only indicator that needs to be considered. The relevance and diversity of the collection are also crucial aspects to ensure that the library can serve the diverse literacy needs of students.

Library administration is another area that still needs improvement. Systematic administration is necessary to support the cataloging of the collection, book checkouts and returns, and monitoring of library usage. Effective administrative management can help schools obtain data on the most frequently used items in the collection, the need for new reading materials, and the level of facility usage by students.

Furthermore, the lack of dedicated librarians poses a challenge for library management. When management is handled by teachers or school staff with other responsibilities, library services may not be fully optimized. Having staff with specific responsibilities for the library has the potential to support more focused management of the collection, administration, lending services, and the development of literacy programs. This finding is supported by Lance et al. (2024), who explain that the successful implementation of an educational program is greatly influenced by the availability of professionals whose duties and competencies align with their area of management.

These findings indicate that implementing GLS requires not only physical facilities and book collections but also a supportive management system. Thus, optimizing libraries to support GLS must take into account the interrelationship between facilities, collections, access, services, and human resources. The quality of educational services is the result of the integration of physical resources, organizational management, and complementary human resource support. (Brigham et al., 2021).

3.4 Efforts to Optimize Library Infrastructure in Support of GLS

The research findings indicate that several efforts have been made to optimize the library's role in supporting GLS. These efforts are focused on expanding the collection of reading materials, improving facilities, enhancing administrative management, and fostering collaboration with external partners. Wang et al. (2025) explain that improving the quality of educational program implementation requires a comprehensive strategy through strengthening resources, developing facilities, and fostering collaboration among stakeholders.

Collection development is a key priority because students' reading material needs are constantly evolving. Expanding the collection should focus not only on the number of books but also on the diversity of reading materials. Collections of storybooks, popular science books, enrichment books, and reading materials suited to the characteristics of elementary school students can be a priority in library development. This view is supported by Kauffman & Hornby (2020), who state that providing diverse learning resources is a key strategy for meeting the learning needs of students with varying interests, abilities, and characteristics.

In addition to expanding the collection, physical facilities need to be optimized to improve students' comfort and access to the library. Effective space planning can serve as an alternative to address capacity limitations. The use of existing technological facilities, such as smart TVs and Wi-Fi access, can also be expanded to support digital literacy activities while

remaining tailored to students' learning needs and characteristics. Alnahdi & Schwab (2021) explain that the use of educational technology, supported by an adequate learning environment, can expand learning opportunities while increasing student engagement in the learning process.

Strengthening library administration is another aspect of these optimization efforts. A more organized system for cataloging the collection and managing loan services can help make library management more systematic. Administrative data can also serve as the basis for evaluation in determining which collections need to be expanded and which services need to be developed. In line with the concept of evidence-based practice, data collected from library management and service usage can be used to evaluate programs, identify user needs, and support decision-making regarding collection development and the improvement of library services (Moore et al., 2023).

Collaboration with external parties is also an alternative for supporting library development. Such collaboration can take the form of acquiring or exchanging reading materials, joint literacy activities, or capacity building for library staff. These efforts demonstrate that library development can be achieved through the involvement of various parties to strengthen the implementation of the GLS. This perspective is supported by Anastasiou & Hornby (2025), who explain that collaboration between schools and various stakeholders is a key factor in creating an educational ecosystem capable of supporting continuous improvements in the quality of learning.

Based on the results of triangulation involving observations, interviews, and documentation, this study reveals a correlation between the availability of library infrastructure, access to facilities, utilization in literacy activities, and the implementation of the GLS. The availability of space, book collections, reading facilities, and supporting equipment provides the foundation for the implementation of literacy activities. However, the existence of these facilities must be accompanied by ease of access and structured utilization programs in order to provide optimal support for GLS (Putrisolichat et al., 2026).

In this study, the availability of adequate library facilities and infrastructure provides schools with broader opportunities to organize literacy activities. The use of these facilities through scheduled visits and reading activities gives students the opportunity to interact with reading materials on a regular basis. Conversely, limitations in space capacity, collection diversity, administrative management, and human resources can hinder the optimization of library services. Thus, the quality of library support for the School Literacy Movement (GLS) is determined not only by the presence of facilities but also by accessibility, patterns of use, quality of management, and the sustainability of literacy programs (Irawati et al., 2025).

Research findings indicate that the success of implementing the School Literacy Movement (GLS) is influenced by the availability of a supportive learning environment and the consistent implementation of literacy activities. In the context of this study, the library serves as a key component of the literacy environment by providing space, collections, and various facilities that support reading activities. This role is not limited to providing reading materials but also involves creating opportunities for students to interact with reading materials on a regular basis, thereby supporting the development of a culture of literacy in schools.

The main contribution of this study lies in the finding that the availability of library infrastructure must be viewed as an integral part of the utilization and management aspects of GLS implementation. Libraries with collections and facilities may not necessarily provide optimal support if student access is limited, utilization activities lack variety, or management is not carried out systematically. Therefore, the development of GLS through libraries requires a comprehensive approach that takes into account the availability of facilities, the diversity of collections, student access, utilization programs, administration, and the capacity of library staff (Nzara & Saurombe, 2024).

Overall, the research findings indicate that GLS implementation has been carried out routinely at a basic level through library utilization and student visits. However, its implementation still requires strengthening so that the library's function as a center for literacy activities can develop more optimally. Such strengthening can be achieved through the development of a more diverse collection, improvements in space capacity and comfort, the optimization of technology use, administrative improvements, the strengthening of human resources among library staff, and the development of more varied and sustainable literacy activities.

4. Conclusion

Based on the research findings, it can be concluded that the availability of library facilities and infrastructure has supported the implementation of the School Literacy Movement (GLS). The library is equipped with various basic facilities, including a library room, collections of textbooks and non-textbooks, bookshelves, reading tables and chairs, as well as technology-based support facilities such as smart TVs and Wi-Fi access. The availability of these facilities provides a space and reading resources that students can utilize in literacy activities.

The use of libraries in implementing the GLS is carried out through scheduled student visits, reading activities, the use of reading material collections, and the utilization of library resources to support learning activities. The implementation of these activities demonstrates that the library functions not only as a place to store collections but is also utilized as a space to support students' literacy activities. The implementation of GLS through the use of the library has been carried out routinely at the basic level, although further development is still needed to ensure that literacy activities are more varied and sustainable.

In practice, several challenges remain, including limited library space, uneven diversity in the reading materials collection, administrative management that still needs to be strengthened, and the lack of specialized librarians. These conditions indicate that optimizing the library's role in supporting the GLS is not solely determined by the availability of facilities but is also influenced by accessibility, collection diversity, usage patterns, management quality, and human resources. Therefore, the development of library infrastructure must be carried out sustainably through facility upgrades, collection expansion, strengthening of administrative and management systems, the use of technology, and the development of more diverse literacy programs.

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