

## The Role of School Libraries in Fostering Reading Culture among Junior High School Students: A Systematic Literature Review

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### Abstract

**Background:** Students' reading skills still face serious challenges, as shown by the results of the Program for International Student Assessment (PISA). The low reading culture among students is influenced by the lack of interesting collections, suboptimal library facilities and services, the dominance of entertainment technology, and the lack of literacy activities in schools. In this context, school libraries play a role in shaping a reading culture, especially at the junior high school level.

**Objective:** This study aims to collect and analyze findings from various research articles on the role of school libraries in promoting a reading culture among junior high school students.

**Methods:** This study uses a qualitative approach with a systematic literature review method, which involves analyzing national and international articles from 2015 to 2025 and analyzing them using a thematic analysis method.

**Results:** This study found that good library management, with a diverse collection and structured and systematic literacy programs, can increase students' motivation to read. The main obstacles found include inadequate library facilities, a lack of available collections, limited budgets, and low librarian competence.

**Conclusion:** School libraries play a crucial role in building a reading culture among junior high school students. Libraries that are well managed by professional librarians and equipped with diverse collections can increase students' reading habits and motivation. A reading culture needs to be supported by structured literacy programs and collaboration between librarians and teachers.

**Keywords:** School libraries; reading culture; librarians; literacy programs; systematic literature review

## INTRODUCTION

Reading ability among Indonesian students is still facing many challenges. The PISA 2022 results reported that Indonesia scored 359 in reading, which is still below the OECD average. Only around a quarter of Indonesian students managed to reach the minimum proficiency level, which means most students still struggle to understand written texts properly (OECD, 2023). This situation shows that the problem of literacy is not only about technical reading skills, but also about the weak reading culture among junior high school students. Also survey by GoodStats (2024) also supports this. It shows that only 1 out of 5 respondents read books every day. Around 22.3% read at least once a week, 24.6% read only once a month, while 17% read occasionally, and 15.4% almost never read at all. These numbers reflect how unstable and inconsistent the reading culture is among teenagers.

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This condition does not only occur in Indonesia. For example, in the United Kingdom, the National Literacy Trust's 2024 report stated that only 30.46% of children and teenagers enjoy reading in their free time (Clark et al., 2024). This percentage has continued to decline compared to previous years, especially at the secondary school level, which is similar to junior high school here. As a result, reading is no longer seen as a fun activity for many students. They tend to choose other types of entertainment, such as social media or games, which slowly makes reading feel more like a task than a hobby.

Several factors contribute to the unstable reading culture in Indonesia. According to Tahmidaten (2020), the low reading culture is influenced by limited reading interest, a lack of attractive reading materials, inadequate library facilities, and the absence of consistent literacy activities in schools. Wiranatha & Santosa (2024) also explained that teenagers are more exposed to entertainment-based digital technology, which reduces their interaction with printed books. Meanwhile, Mutadin et al. (2024) highlighted that the availability of reading facilities, teacher support, and parental involvement all shape how strong or weak the students' reading habits are.

Because of these issues, the role of school libraries becomes increasingly important, especially for junior high school students. A recent study by Kholifah et al. (2025) found that good library management and competent human resources can increase students' reading interest. When the library is well-managed, students visit more often and use the available resources more actively. Similarly, Wema & Kabagambe (2025) emphasized that structured library services and reading programs help create a more consistent reading habit. This means schools need to improve their library programs and services so students can develop stronger reading routines.

However, the real situation in many schools still shows several problems. Many school libraries are not well organized. The collection is often limited to academic textbooks, the reading space is not comfortable, and some librarians do not have proper qualifications in library science. These conditions make students less motivated to visit the library. Meanwhile, Merga, 2018 argued that teenagers tend to read more when they find books that match their interests or preference and when their school environment supports reading.

At the junior high school level, libraries actually have great potential to influence reading habits because students are in a transition period from childhood to early adolescence. Moreover, during this phase, they start to develop their own study habits and reading preferences. According to Sansbury (2025) school librarians and consistent literacy programs have a strong impact on shaping reading culture in schools. This means the library should not be seen only as a place to store books, but as an important part of the learning environment.

In Indonesia, the Gerakan Literasi Sekolah (GLS) has been implemented in many schools to support reading habits. In addition, there is one example that can be seen in a study by Munawwaroh et al. (2024) at SMPN 2 Waru, which found that daily reading schedules, library support, and coordination between teachers and librarians successfully increased students' reading frequency and strengthened their literacy habits at school. The study by Dwi

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Aryani et al. (2024) shows that the implementation of the School Literacy Movement in elementary schools consists of three main stages. These stages include reading habituation, literacy development, and the integration of literacy into subject learning. Daily fifteen-minute reading activities, the provision of engaging reading materials, and the creation of a text-rich school environment have been proven to support the systematic development of a reading culture.

This study aims to collect and analyze findings from various research articles about the role of school libraries in encouraging reading culture among junior high school students. The reason this research is necessary is because there is still limited literature that specifically explores how school libraries influence reading culture at the junior high school level. The results are expected to provide practical recommendations for schools to design better library-based literacy programs that fit the needs of teenagers. This study also hopes to map how school libraries contribute to students' reading habits, while identifying the challenges and opportunities that appear in the Indonesian education context.

## LITERATURE REVIEW

Reading culture is a component of literacy that encompasses habits, interests, and the ability to comprehend reading material (Sakina & Mareta, 2025). Previous studies have stated that reading culture among junior high school students still faces significant challenges (Fitriani & Suryaman, 2019). According to Kasáčová & Babiaková (2019) a person's interest in reading tends to decline with age, especially during adolescence at the secondary school level. This is in line with the findings of (Clark et al., 2024), which show that in the United Kingdom, only about one-third of adolescents in junior high school consider reading to be an activity to do in their free time.

The decline in reading culture is due to the increased use of digital media. Research Aryata et al. (2025) found that teenagers spend more time using smartphones. Nearly 30% of smartphone users in Indonesia are children aged 0-19 years, with 23.9 million users aged 10-14 years. This shows that secondary school children tend to spend all their time playing with gadgets rather than getting into the habit of reading books. In addition, this statement is reinforced by previous findings which state that a person's low interest in reading is not a matter of academic ability, but is also related to entertainment preferences and cultural changes that tend to lead to digital aspects (Sari et al., 2024). Therefore, there are factors that cause low reading interest among students, which influence the reading culture among junior high school students.

A number of previous studies have examined the factors that cause low reading interest, which influence the reading culture. Ilham et al. (2025) found that reading culture is influenced by environmental factors, namely family motivation and the availability of access to reading materials. Meanwhile, Wedhayanti (2024) argued that intrinsic motivation and the freedom to choose reading materials determine the development of a reading culture among junior high school students. Several other studies identified the lack of interesting book collections, inadequate library facilities, minimal literacy support from schools, and reading habits that are

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not instilled from an early age as the causes of low reading culture among students (Ayu Angelia 2024).

Based on these factors, the role of school libraries contributes to the formation of a reading culture among students, as stated by IFLA (2015) that well-managed libraries can provide reading materials that suit the interests and needs of users. In addition, adequate facilities and a conducive library space motivate students to cultivate a reading culture. Harisanty (2019) adds that libraries that provide reading materials that suit students' interests have a major influence on the formation of reading habits.

In the Indonesian context, a number of previous studies have shown similar results, namely that the quality of libraries can increase the frequency of student visits, thereby encouraging the development of a reading culture by making reading a habit and a necessity (Fatimatuzzahro, 2025). Meanwhile, Febriyanti et al. (2025) show that library services supported by literacy programs can strengthen habits to form a reading culture in the school environment. Therefore, the increase in reading culture among students is influenced by many factors. Thus, this literature review was conducted to serve as a basis for understanding the role of school libraries in shaping a reading culture among students, especially junior high school students.

## METHODS

This study uses a qualitative approach with the method of systematic literature review. This approach was chosen to get a complete picture of how school libraries play a role in supporting and growing the reading culture among junior high school students. The method makes it possible for the researcher to collect and compare relevant studies, then identify patterns, themes, and research gaps that appear in the same topic (Snyder, 2019).

The articles were collected from several databases such as Google Scholar, Scopus, SAGE Journals, and Research Gate. The publication year was limited to the range of 2015 to 2025 so that the findings stay relevant to literacy conditions in the last decade. The search was carried out using keywords like "school library," "reading culture," "reading habit," "junior high school students," and "literacy program in Indonesia."

TABLE 1  
BOOLEAN LOGIC USED

Database	Keywords
Google scholar	The role of school libraries AND Reading Culture AND "Junior High School"
Scopus	School library and reading culture
Reaserch Gate	"School library" and "reading culture" and "Indonesia"
Sage Journals	School libraries AND Reading culture

The first stage was carried out by identifying all articles that contained the selected keywords. Each article found was then screened by reading its title and abstract to ensure relevance. Articles considered suitable were continued to the full-text reading stage to assess

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their eligibility and alignment with the research needs. The inclusion criteria were set as follows:

1. The article must discuss school libraries or reading literacy activities at the junior high school level or its equivalent.
2. The article must focus on efforts to build or strengthen a reading culture.
3. The article must be available in full text and published in a verified academic journal.

The research process followed the PRISMA ((Preferred Reporting Items for Systematic Reviews and Meta-Analyses) principles diagram flow as explained by Sinha et al. (2024).

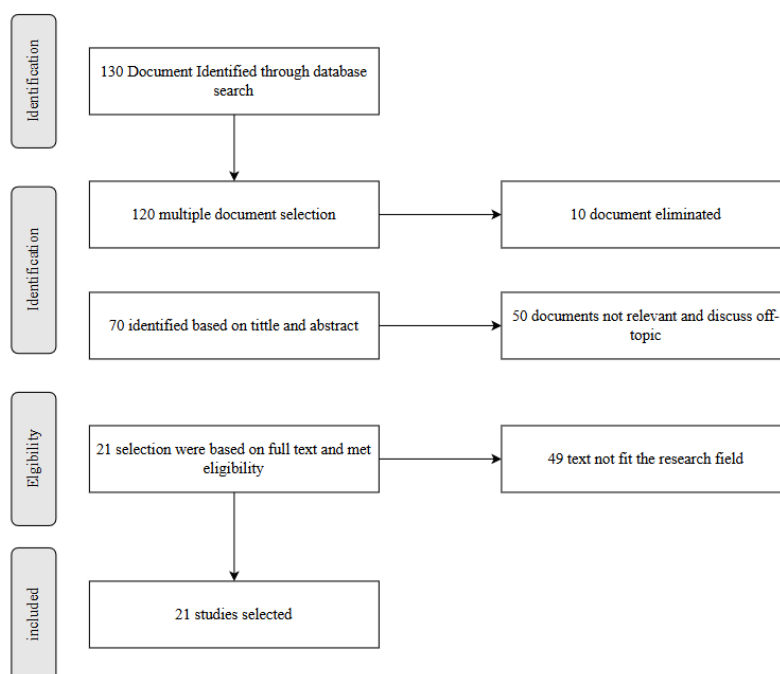


Figure 1. Data selection process with PRISMA model

Articles that met the inclusion criteria were analyzed using thematic analysis. The analysis was carried out by extracting key information such as types of library-based literacy programs, librarian support, school policies, the use of reading facilities, and students' responses to activities related to reading culture. The analysis process referred to the guidelines described by Xiao & Watson (2019). This process included the stages of identification, evaluation, and synthesis so that the research findings were organized in a clear, systematic, and understandable way.

Through this method, the study is expected to provide a clear mapping of how school libraries contribute to strengthening the reading culture of junior high school students, as well as to identify common challenges in its implementation across different educational contexts.

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## FINDINGS

The studies summarized in Table 2 were selected to show how school libraries actually support students' reading culture in different contexts, both in Indonesia and abroad. Recent work in Rwanda shows that low levels of library use are closely linked with a weak reading culture, yet higher utilization of school library resources is strongly correlated with better reading engagement among secondary students Ndayishimiye & Damascene (2024), *International Journal of Management and Development Studies*. In Indonesia, a literature-based study highlights that school libraries can act as learning centers that raise children's interest in reading when they offer varied collections and creative literacy programs such as storytelling or book clubs (Mahendra et al., 2024). Another recent article stresses that effective library management and active promotion of library services are crucial for nurturing students' reading habits, because students who frequently engage with library materials tend to develop a deeper appreciation for reading and a more stable reading routine (Ikhsan, 2023).

TABLE 2  
LITERATURE FINDING

No	Title	Author	Year	Result
1.	[R]Evolution in reading cultures: 2020 vision for school libraries	Judy O'Connell, Jennie Bales & Pru Mitchell	2015	The library supports reading engagement by providing flexible spaces, digital access, and student-centered literacy programs. A modernized library layout increases reading motivation and voluntary reading. Contributes to a more active reading culture.
2.	Enriched School Libraries: A Boost to Academic Achievement	Thijs M. J. Nielen Adriana G. Bus	2015	Students in schools with enriched libraries outperformed students in regular schools by about half a standard deviation on standardized reading comprehension tests. Access to a larger and more updated book collection increased reading motivation and reading frequency, which contributed to better academic outcomes.
3.	Building a successful reading culture through the school library: A case study of a Singapore secondary school	Loh, C. E., Ellis, M., Paculdar, A., & Wan, Z. H	2017	The school library successfully develops a strong reading culture by using student-centered reading programs, consistent collaboration between teachers and librarians, curated book selections based on student interests, and a supportive school leadership. The library operates as a social and academic reading hub, resulting in higher student engagement and more frequent voluntary reading.
4.	Developing a Reading Culture in Children through the School Literacy Movement	Syaifur Rohman	2017	Students' reading culture improves when daily reading routines, supportive school environments, and accessible library spaces are implemented. The School Literacy Movement encourages students to engage with books beyond textbooks. Libraries help cultivate early reading habits by offering varied materials, though challenges such as low motivation and limited resources still appear.
5.	The Importance of the Use of Libraries and the Need for a Reading Culture	Victoria O., Nwanne M. Nwokeoma	2017	Libraries are essential in promoting reading culture. Libraries provide access to print and non-print materials, support literacy development, reduce ignorance, and create an

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| 6.  | School libraries as catalyst for the development of reading culture among students   | Chris E. Tralagba Akaeze, Ebonyi State Emmanuel E. Baro            | 2018 | Students who had access to school libraries developed stronger reading culture. Libraries provide essential reading materials, support study habits, and influence academic performance. Frequent library use helps shape lifelong reading behavior.   |
| 7.  | Reading Literacy Culture of Junior High School Students and the Multimedia Age Challenges  | Oktavia Fitriani, Maman Suryaman                                   | 2018 | Junior high school students preferred literary reading materials, especially novels and short stories. The School Literacy Movement (GLS) at school successfully encouraged regular reading activities and increased students' reading motivation. The multimedia era introduced both positive and negative impacts. Students had easier access to information, but digital media also distracted them from sustained reading. |
| 8.  | Building a school reading culture: Teacher librarians' perceptions of enabling and constraining factors                            | Margaret Kristin Merga & Shannon Mason                             | 2019 | The library strengthens the reading culture by offering curated collections aligned with student interests. Teacher-librarian collaboration and active library promotion help students develop consistent reading habits.  |
| 9.  | The Role of School Libraries as a Supporting Facility for the School Literacy Movement in Junior High Schools.                     | Alexander Kastro   | 2020 | Library becomes the main support system for GLS by offering reading corners, scheduled reading time, literacy events, and teacher-librarian collaboration. These efforts help establish a consistent reading culture in schools.   |
| 10. | The Role of School Libraries in Promoting Reading Culture among Secondary School Students in Benue State.                          | Yunusa Anate Adejimoh, Hajar Mafo Ilo, Patricia Oomo Audu          | 2021 | The library supports reading through available materials and reading space, but outdated books, limited opening hours, and lack of structured library periods reduce its effectiveness in promoting students' reading habits.  |
| 11. | Impact of School Libraries in Promoting the Reading Culture of Secondary School Students: The Case of DELSU Secondary School.      | Igere, A. Mercy  | 2021 | The school library improves students' reading culture by providing core print resources such as textbooks, dictionaries, novels, and maps. Library use shows a positive relationship (15%) with students' reading culture, meaning students who access the library more frequently tend to develop stronger reading habits.  |
|     | School librarians supporting students' reading for pleasure: A job description analysis  | Margaret K. Merga & Cath Ferguson                                  | 2021 | School librarians play a key role in facilitating reading for pleasure by providing access to resources, promoting literature, and supporting reading engagement beyond academic demands.  |
| 12. | The Role of the School Librarian toward the Implementation of the School Literacy Movement (Gerakan Literasi Sekolah) in East Java | Dyah Puspitasari Srirahayu, Tiara Kusumaningtyas & Dessy Harisanty | 2021 | Librarians strongly support GLS, mainly as program managers and instructional partners. The information-specialist role is the weakest but still contributes positively.   |

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| 13. | Literacy Culture in Elementary Schools: The Impact of the Literacy Movement Program and Library Facilities                             | Sri Nurabdiah Pratiwi, Indra Prasetya, Nurhamidah Gajah         | 2022 | Library facilities significantly strengthen literacy culture. Adequate collections, reading corners, and accessible spaces increase students' reading habits and motivation. Libraries also support learning routines and expand students' knowledge.   |
| 14. | Efforts to Improve Reading Interest and Library Visits by Teachers and Students of SMP Negeri 16 Pontianak Through a Literacy Program. | Larasati, Atiqa Nur Latifa Hanum & Sisilya Saman Madeten        | 2023 | The study shows that the school library is a key support for GLS by providing reading materials, reading corners, and a structured environment that encourages daily literacy activities. Limited collections and small library space reduce student visits, indicating that adequate facilities are crucial for maintaining reading interest. Accessible collections and reading corners effectively motivate students to read and come to the library more regularly. |
| 15. | Library Management Strategy in Fostering Student Literacy Culture at An-Nizam Private Middle School.                                   | Maya Masita & Muhammad Rifa'i                                   | 2024 | The library strengthens students' literacy culture by organizing 15-minute reading routines, providing varied and rotating book collections, preparing reading corners and flexible reading spaces, and collaborating with teachers so reading activities become integrated with weekly learning tasks.   |
| 16. | School Library Management to Develop Students' Interest in Reading in Junior High School.  | Aprianti, W., & Muzakir, M. I.                                  | 2025 | Effective library management, such as organized collections and supportive routines, can increase students' reading interest. Librarians' roles and scheduled reading activities contribute to a more active reading culture.   |
| 17. | Utilization of School Libraries as a Literacy Facility to Strengthen Literacy Culture.   | Reilla Febriyanti, Sundawati Tisnasari & Sigit Setiawan         | 2025 | School libraries support reading culture by providing varied reading materials, basic library services, and classroom reading corners. Facilities and teacher involvement help the process, while limited professional staff and weak student discipline remain barriers.   |
| 18. | The Role of Harun Al-Rasyid School Library in Improving MAN 2 Kudus Students' Literacy   | Nafis Sholihah, Subaidi & Barowi                                | 2025 | The library plays a strategic and multifunctional role in enhancing student literacy. It functions as an information center, a learning support space, a literacy development hub, and a reading-culture builder. Various literacy programs and modern facilities increase students' reading, writing, and digital literacy skills, contributing to higher academic achievement   |
| 19. | The Role of School Librarians in Fostering School-Wide Positive Reading Culture  | Sarah Sansbury  | 2025 | shows that school librarians play a central role in strengthening a school-wide reading culture. They do this by creating inviting library spaces, curating diverse and appealing collections, organizing reading programs, and collaborating with teachers. When these elements work together, the library becomes a key driver that encourages students to read more frequently and enjoyably.  |
| 20. | Optimizing the Role of School Libraries in Improving Students' Reading Interest in   | Halimatun Sa'adiah, Ridwan, Nurul Fikriati Ayu Hapsari & Rohana | 2025 | The library improves reading interest by providing digital catalog access (SLiMS/OPAC), offering reading spaces like  |

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the Digital Era (Case Study of SMPN 15 Mataram)		the literacy garden, and placing class reading corners to make books easier to reach.
21. The Role of the Harun Al-Rasyid Library in Improving Students' Literacy at MAN 2 Kudus	Nafis Sholihah, 2025 Subaidi, & Barowi	The library provides organized reading materials and spaces; supports reading activities that improve students' reading literacy.

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Together, these references provide a background for the studies listed in the table and help explain why school libraries are treated as a key factor in building a sustained reading culture among junior high school students.

## DISCUSSION

The results of this literature review show that the role of school libraries in shaping a reading culture among junior high school students is influenced by several factors. These include the quality of library management, the role of librarians, the availability of adequate library collections and services, and literacy programs implemented in school activities. Findings from various studies by both Indonesian and foreign researchers show a similar pattern, namely that school libraries that function properly are those that are able to encourage reading habits to foster a reading culture, rather than merely being a space for storing books.

Based on the findings in Table 2, several initial research results show that good library management and the involvement of the library have proven to be determining factors in the success of school libraries as a forum that supports a reading culture among students. Research by Aprianti & Ibnu Muzakir (2025) and Sansbury (2025) confirms that professionally managed libraries, accompanied by librarians who always play a proactive role in developing literacy programs and providing a comfortable space for users, show an increase in student motivation to visit the library and encourage a culture of reading among students.

This finding is in line with Merga (2018), who stated that libraries that provide collections in line with students' interests can strengthen a culture of reading. In addition, the role of librarians and teacher collaboration in actively promoting library services can shape students' reading routines. Thus, influencing aspects such as human resources, namely librarians and teachers, are key to optimizing the role of school libraries.

Second, this review shows that structured literacy programs in schools contribute significantly to shaping students' reading culture. As found in studies conducted by Rohman (2017), Kastro (2020), and (Larasati et al., 2022), consistent reading habits can encourage students to make reading a routine, not just an academic activity. This finding is reinforced by Loh et al. (2017) in Singapore, which shows the success of school libraries in building a reading culture through literacy programs that suit students' interests. This confirms that literacy programs in schools need to be designed and organized systematically and integrated.

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Third, the quality and diversity of reading materials are among the determinants of the success of a reading culture among students. International studies such as Nielen & Bus (2015) and (Tralagba & Baro, 2018) show that libraries with diverse and varied collections of reading materials can increase reading frequency, student motivation, and even academic achievement. Research conducted by (Febriyanti et al., 2025) also identified that the lack of reading materials in libraries is an obstacle that can reduce reading interest and library visits. This finding is in line with the IFLA (2015) guidelines, which emphasize that reading materials in school libraries must be appropriate to the needs and interests of students.

However, this review also reveals the obstacles faced by school libraries. In Indonesia, many libraries are still struggling to implement programs that encourage a culture of reading due to various obstacles, such as the limited number of collections available, the lack of adequate library facilities, budget constraints, and a shortage of professional librarians (Hartati & Fathurrahman, 2025). Another challenge faced by school libraries is the digital era, as explained by Fitriani & Suryaman (2019) where the use of smartphones dominates the habits of students who prefer digital entertainment over reading. Therefore, school libraries need to transform into a digitally integrated service approach.

On the other hand, research results related to GLS (School Literacy Movement) show that this program is the main driver in literacy activities that support a culture of reading among students at school. However, the effectiveness of GLS greatly depends on the extent to which the library is involved as a center for literacy activities (Umar & Batubara, 2023). School libraries that have collaboration between librarians, teachers, and school management show a significant impact on improving the reading culture compared to school libraries whose role is still passive. In its preparation, this review also has limitations, mainly because it relies on previous literature that may not have presented the conditions of school libraries in remote areas. In addition, there is a lack of findings related to recent updates or innovations regarding the role of school libraries in promoting a culture of reading among junior high school students.

The conclusions from the findings and discussions indicate several recommendations, including improving the competence and role of librarians through professional training, strengthening collaboration between librarians and teachers in integrating literacy activities that support a culture of reading, and enriching the collection of reading materials that match students' interests. Further research needs to explore innovations in the role of libraries through digital approaches in promoting a reading culture. Several factors influence the role of school libraries in shaping a reading culture among junior high school students, as discussed above. To clarify and map the findings in a structured and systematic manner, the results of the review of various articles will be summarized in a table. Thus, this table serves as a synthesis tool that shows the differences and similarities between studies, as well as the new findings of this study.

TABLE 3  
THE ROLE OF SCHOOL LIBRARIES

No.	Author & Year	The role of school libraries
1.	Aprianti & Muzakir (2025); Sansbury (2025)	Effective library management with proactive school librarians contributes to strengthening students' reading culture. Through diverse collections, attractive library spaces, and literacy programs organized in collaboration

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2.	Febriyanti et al. (2025); Sholihah et al. (2025)	with teachers, students' interest in reading can be increased and effective reading habits encouraged.
3.	Merga & Mason (2019); Loh et al. (2017); Nielen & Bus (2015)	School libraries serve as centers for literacy activities that support students' reading culture and places for learning activities, not just places for storing books.
4.	Rohman (2017); Kastro (2020)	School libraries serve as places that provide relevant and interesting reading materials, thereby increasing students' interest in reading, motivation, and building a culture of reading through habit formation.
5.	Wine et al. (2023); Nzara (2024)	School libraries play a key role in supporting the Gerakan Literasi Sekolah (GLS) through reading habits activities that are integrated into school activities.
		School libraries play a role in improving students' literacy skills and academic achievement through quality library management.

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Based on the synthesis of the research findings, it can be concluded that school libraries play a crucial role in shaping a culture of reading among junior high school students. School libraries that are managed effectively and supported by proactive librarians are able to create a school environment that provides literacy programs through the provision of interesting and relevant reading materials. This can encourage students' interest in reading while shaping a culture of reading through continuous practice. In addition, school libraries also serve as centers for literacy and learning activities, not just repositories for numerous books. This role is further optimized by the Gerakan Literasi Sekolah (GLS) program through consistent and integrated reading habits in school activities. Thus, the role of school libraries is an important element in literacy programs that support a reading culture among junior high school students. These findings are reinforced by the results of research by Wine et al. (2023) and Nzara (2024), which show that quality school library management will have an impact on increasing students' interest and reading habits. In addition, it also contributes greatly to improving literacy skills and supporting student learning outcomes. This confirms that the role of the school library has significant academic implications, making effective library management a primary need in the education system.

## CONCLUSIONS

This review shows that school libraries play an essential role in developing a sustainable reading culture among junior high school students by providing well-managed facilities, active librarian support, and varied collections that encourage consistent reading habits. Structured literacy programs, such as routine reading sessions and guided activities, help position reading as a natural part of students' daily school experience. However, challenges remain, including limited library space, outdated collections, and weak collaboration between librarians and teachers, all of which reduce the effectiveness of library-based reading activities. These findings highlight the need to strengthen library management and integrate reading practices into regular school routines so that libraries function as active literacy hubs rather than passive book storage spaces. The study also suggests the importance of future research on digital or hybrid library models and on broader collaboration among schools, families, and communities to reinforce the reading culture initiated in school libraries.

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## AUTHOR CONTRIBUTIONS

[Mufida Aly]: Conceptualization; methodology; writing the original draft for the Introduction, Methods, Findings, and Conclusions sections; review; editing. [Asya Najihatul Mutamaroh]: Conceptualization; methodology; writing the original draft for the Literature Review, Discussion, and Abstract sections; review; editing. [Fitri Mutia]: Supervision; academic guidance; and providing constructive feedback that supports the development of the article.

## CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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Vol. 12, No. 1, June 2026

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