



Enhancing Children's Reading Interest through the Management of Ottawa Library: An Innovative Approach to Library Services

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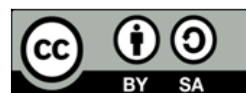
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ABSTRAK

Kurangnya akses terhadap bahan bacaan berkualitas dan terbatasnya kesempatan untuk mengembangkan budaya baca merupakan tantangan besar yang dihadapi oleh anak-anak binaan. Penelitian ini bertujuan untuk mengeksplorasi bagaimana pengelolaan perpustakaan Ottawa dapat meningkatkan minat baca di kalangan anak-anak binaan tersebut. Penelitian ini menginvestigasi bagaimana sirkulasi perpustakaan dapat meningkatkan keterlibatan membaca, ketersediaan bahan bacaan, dan upaya untuk membentuk budaya baca. Subjek yang terlibat dalam penelitian ini ialah kepala perpustakaan, kepala sub bagian, pengelola perpustakaan, dan anak binaan. Jenis penelitian ini ialah studi kasus dengan pengumpulan data melalui observasi, wawancara, dan dokumentasi. Proses analisis data mencakup pengumpulan, kondensasi, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa sirkulasi perpustakaan membantu meningkatkan minat baca melalui layanan seperti peminjaman buku, pengembalian buku, dan jam pelayanan perpustakaan. Bahan bacaan di perpustakaan sudah cukup lengkap, dengan upaya yang terus-menerus untuk memenuhi kebutuhan anak-anak binaan. Selain itu, pengembangan budaya baca didukung melalui program kerja sama dengan komunitas, seperti komunitas Lipu'u Pustaka. Penelitian ini merekomendasikan agar pemerintah melatih petugas perpustakaan untuk meningkatkan keterampilan pengelolaan, terutama dalam administrasi sirkulasi, serta pentingnya pemantauan dan evaluasi dampak perpustakaan terhadap minat baca anak-anak. Dengan demikian pengelolaan perpustakaan yang efektif dapat memainkan peran penting dalam membentuk budaya baca yang berkelanjutan di kalangan anak-anak binaan. Informasi terbaru pada penelitian ini berimplikasi pada pengelolaan perpustakaan yang maksimal untuk meningkatkan budaya baca.

ABSTRACT

Lack of access to quality reading materials and limited opportunities to develop a reading culture are major challenges faced by foster children. This study aims to explore how the management of the Ottawa Library can increase reading interest among foster children. This study investigates how library circulation can increase reading involvement, availability of reading materials, and efforts to form a reading culture. The subjects involved in this study were the head of the library, head of sub-section, library manager, and foster children. This type of research is a case study with data collection through observation, interviews, and documentation. The data analysis process includes data collection, condensation, presentation, and drawing conclusions. The results of the study indicate that library circulation helps increase reading interest through services such as book lending, book returns, and library service hours. Reading materials in the library are quite complete, with ongoing efforts to meet the needs of foster children. In addition, the development of a reading culture is supported through collaborative programs with communities, such as the Lipu'u Pustaka community. This study recommends that the government train library staff to improve management skills, especially in circulation administration, as well as the importance of monitoring and evaluating the impact of libraries on children's reading interest. Thus, effective library management can play an important role in forming a sustainable reading culture among fostered children. The latest information in this study has implications for optimal library management to improve reading culture.

1. INTRODUCTION

The library is a very ideal medium as a source of information, therefore it is necessary to understand that the library is the essence of something that is informative and as a container in practical movements to obtain knowledge. The library is a work unit of the Institution that contains a collection of books as a support in improving learning resources that are arranged to be read, studied, and used as reference material (Lubis et al., 2020; Eskha, 2018). Therefore, it is necessary to have good management in the library so that it can be a trigger in terms of increasing the culture of reading. The library is one of the facilities and infrastructure that can be used to support the learning process (Huda, 2020; Mangapeng, 2016). One of the learning activities that can be done in the library is literacy activities (Fatimah et al., 2021; Priasti & Suyatno, 2021). In supporting the increase in reading interest in children, the Class II Special Child Development Institution of Gorontalo City provides a special library facility for foster children which has a special name using the local language, namely the Ottawa Library (meaning knowing), which means special here is a library that is within the scope of the Special Child Development Institution and is only intended specifically for foster children in detention. The Ottawa Library is provided not only to collect and store library materials, but is expected to increase the reading interest of foster children in prison so that later they can form a better mindset or framework of thinking and broaden their horizons, so that later they become humans who are useful for themselves and others.

Library is a place that provides various information for the community, both printed and unprinted. The existence of a representative library with the main goal of developing and increasing interest in reading (Desy, 2020; Maulida, 2016). Based on the definition above, there are several characteristics of a library. First, a library is a unit, the existence of a library does not stand alone, but is a work unit of a particular agency or institution. Second, the library manages a number of library materials, a number of library materials are provided in the library. Library materials are not only in the form of books, but also not in the form of books (non-book material) such as magazines, newspapers, brochures, micro films, maps, globes, pictures. Third, The library must be used by the user, the purpose of managing or organizing library materials is none other than so that they can be used optimally by the user. Furthermore, how can the arrangement arouse the interest of each user to always visit the library. 4) The library as a source of information, the library is not just a pile of books without any use, but in principle, the library must be able to be used or function as a source of information for anyone who needs it (Husniyah et al., 2017; Bafadal in Farihah, 2016). In general, libraries function as educational media, places for learning, research, use of information technology, and sources of learning or information (Endarti, 2022; Muntafi, 2016).

The purpose of the library can be achieved if the library manager can understand the function of management well so that the vision, mission and goals implemented by the library can be achieved well. Libraries are often said to be a storehouse of knowledge for the community because libraries have an important role in educating the life of the nation and state. In addition, libraries can also support the achievement of the desired goals (Alexander et al., 2021; Syadila, 2021). Librarians are the backbone of libraries, including school libraries. They are needed to support programs to be successful. Management functions that can be applied to libraries are planning, organizing, implementing and supervising (Syahbilal, 2022; Rodin, 2019). Previous research revealed that libraries must be managed professionally (Apriyani et al., 2021; Hutapea, 2017). One of the things that must be managed by the library manager is circulation services, a library has circulation services. Circulation is a librarian service that is directly related to the library user. Circulation services are activities that serve the borrowing and returning of library books (Darmono in Badaruddin, 2023; Moruk, 2018). If the library circulation service is good, it will have an impact on library visits and can increase reading interest. Reading interest is a person's tendency to read and is done happily without coercion. Reading interest is a person's desire for reading that encourages the emergence of a desire to read (Kanusta et al., 2021; Saryono & Soedjito, 2020). Previous research findings state that the role of library managers is very important (Farida & Safitri, 2023; Pangau et al., 2017). Previous research findings state that books are one of the sources used to increase children's interest in reading (Elendiana, 2020; Fitri et al., 2019). Based on the results of the research that has been conducted, it can be said that the process of library management in increasing interest in a person can be done in various ways according to the capabilities and needs of each agency.

The urgency of this research is the lack of access to quality reading materials and limited opportunities to develop a reading culture are challenges for foster children. Therefore, this research aims to explore how the management of the Ottawa Library can increase reading interest among the fostered children. The latest information in this study is expected to provide information regarding management Ottawa Library. The availability of complete reading materials and good library services will increase the reading interest of foster children at the Class II Gorontalo Special Child Development Institution. Therefore, this study focuses on the study to describe how the management of the Ottawa Library in Increasing Foster Children's Reading Interest.

2. METHOD

This study was conducted to determine the management of the Ottawa library in increasing the reading interest of foster children at the Class II Gorontalo Special Child Development Institution. This research will be conducted at the Class II Gorontalo LPKA (Special Child Development Institution) on Jln. Limba U Dua, South City, Gorontalo City, Gorontalo 96138. This research was conducted for 3 months from June 2022 to August 2022. The research process was carried out fairly and naturally in accordance with objective conditions in the field without any manipulation. This qualitative research attempts to describe and interpret the existing conditions or relationships, ongoing processes, consequences, and ongoing effectiveness. In this qualitative approach, the data collected are in the form of images and data. The subjects of this study were the Head of the Library, Head of Sub-Section, Library Manager, and Foster Children. The type of research used by the researcher is a case study (single case study). The researcher wants to know in detail and get a clear picture of how the management of the Ottawa library increases the reading interest of foster children at the Class II Gorontalo Special Child Development Institution. Further research was conducted by examining library circulation, book availability, and stimulation to form a reading culture of students at the Class II LPKA of Gorontalo City.

The data collection method used in this study is observation, interview and documentation to be able to collect valid data so that it will be known the management of the Ottawa library in increasing the reading interest of foster children at the Class II Gorontalo Special Child Development Institution. The observation method is carried out to observe it, the researcher will do it during learning. The interview method is carried out with the aim of obtaining information which is carried out by asking questions to respondents using an interview guide. The researcher acts as a data collector and as an active instrument in an effort to collect data in the field. The data analysis used in this study has three activity flows that occur simultaneously, namely: 1) Data condensation, 2) Data presentation, 3) Drawing conclusions. Furthermore, checking the validity of the data consists of increasing perseverance, and triangulation (sources, techniques and time). Finally, the stages of research carried out are: 1) Pre-Field Stage, 2) Implementation Stage, 3) Data Analysis, 4) Reporting Stage. The interview guidelines used in this study can be presented in [Table 1](#).

Table 1 : The Interview Guidelines

No	Research Focus	Research Sub Focus	Question
1.	Library Circulation In Improving Students' Reading Interest	a. Steps b. Process	1. What do you think about the library circulation at LPKA? 2. How is the service of the library staff? 3. How does the mechanism for borrowing books in the library work? 4. How does the mechanism for returning books work in the library? 5. Is the library open every day?
2.	Book Availability Reading In Library	a. Procurement b. Utilization	1. How is library materials procured in the library? 2. In your opinion, is the book collection in the library complete enough? 3. What books or reading materials do you think you need? Are the types of books or reading materials available? 4. What books/reading materials do you think are interesting? Are there any types of books or reading materials available?
3.	Stimulation To Form Children's Reading Culture Educate	a. LPKA Employees b. Protege	1. How is the reading culture in the LPKA environment? Has it been formed? 2. Is there an LPKA program related to reading culture? 3. What is the librarian's strategy in forming a reading culture for students?

3. RESULT AND DISCUSSION

Result

The first activity of the circulation of the Ottawa library, a special fostering institution for class II children in Gorontalo city, the first stage is the library material lending service system at the Ottawa Library, LPKA Class II Gorontalo, using an open system, namely foster children are given the freedom to search for books or library materials they want. All book collections in the Ottawa library are allowed to be read either in the library or borrowed to be read in the room. For the book borrowing process, the first thing foster children do is report to the officer when they want to read a book in the library or borrow a book.

After reporting to the officer, then the librarian will direct the foster child to the desired/needed collection. In the case of borrowing library materials in the Ottawa library, there is no record of borrowing books, the foster child only reports to the librarian that the book will be borrowed. In addition, the librarian also controls the course of activities in the library. Librarians have a very important role in providing optimal services so that foster children feel comfortable while in the library.

Stage The second book return system is a form of responsibility of the librarian to return the books that have been borrowed according to the procedures set by the library. The book return service at the Ottawa Library, a Class II Gorontalo Special Children's Development Institution, is dynamic for the time of book return, the librarian is wiser if the foster child has not returned the book, because the librarian himself already knows that the foster child's time is not only used for reading, but there are many LPKA programs that are mandatory to be followed which aim to fulfill education, and other foster programs. Even though they are busy with the LPKA program, the foster child still finishes the book they have read and is responsible for returning it to the library. For the return of the book itself, what the foster child does is report to the library officer that the borrowed book will be returned to the reading book collection.

The third stage is the service hours of the Ottawa library of the Class II Gorontalo Children's Special Development Institution starting from Monday to Friday, open from 08.00, break from 12.00-13.00 and closed at 16.00. All employees and foster children at the Class II Gorontalo City Children's Special Development Institution are library members and there are no special requirements to be met other than being employees and foster children at the LPKA. If you have become an employee and foster child of the Class II Gorontalo LPKA, then you have automatically become a member of the library. The services available in the library are only borrowing and returning books. In the book lending service, only one book can be borrowed. However, Class II Gorontalo LPKA employees are not allowed to borrow books to take home, they are only allowed to read in the library room. The services provided by the library are quite good, what the library users need is in accordance with the fulfillment of their respective needs in the range of book collections.

The second activity is the availability of reading books in the library of the special child development institution class II in Gorontalo city. Based on the findings of researchers when conducting research on the availability of reading books in the Ottawa LPKA Class II Gorontalo library, it was found that for the availability of reading materials in the Ottawa LPKA Class II Gorontalo library, the first thing to do is to procure reading materials. For the procurement of reading materials itself, LPKA Class II Gorontalo does not allocate special funds for the purchase of reading books. The collection of reading materials in the library is obtained from collaborating with government institutions, communities, and individuals who donate or lend books to the library.

The availability of reading books in the Ottawa library of the Class II Children's Special Development Institution is quite complete. The number of collections in the Ottawa LPKA Class II Gorontalo library based on the recapitulation in July 2022 is 620 books covering Language, Psychology, Religion, History, Technology, Skills, art, animal husbandry, business ventures, biographies and novels according to the interests of the foster children. The availability of reading materials is very important for the foster children of the LPKA because the library is one of the information services for foster children at the Class II Gorontalo LPKA. The purpose of the Ottawa library service is to meet the needs of recreation, knowledge of skills, education, and others. The availability of reading books is the main thing that must be in the library. Without the availability of reading books, the library cannot provide maximum service to users. Therefore, the Class II Children's Special Development Institution of Gorontalo City always strives to ensure the availability of reading materials needed by foster children.

The third activity is stimulation to form a culture of foster children in a special foster institution for class II children in Gorontalo city. The person in charge of this activity is the library staff who directs students to read in the library. Based on the findings of researchers when conducting research on stimulation to form a reading culture of foster children, namely creating a program through collaboration with the community, one of which is the Lipu'u Pustaka Gorontalo community. Lipu'u pustaka Gorontalo is a community engaged in literacy.

The collaboration between Lipu'u Pustaka Gorontalo and LPKA Class II Gorontalo is to provide materials/motivation to foster children to continue reading, provide reading schedules, and education about responsibility for the books they read. With the programs provided by LPKA, this also has an impact on the achievements of LPKA foster children such as winning 3rd place in the male speech competition and 1st place in the short story competition. Although foster children are still in detention, they will continue to work. Thus, stimulation of the formation of a reading culture can increase knowledge and improve the quality of thinking and direct students towards positive things.

Discussion

Library circulation is one of the most important aspects in a library because it is directly related to library users in the process of borrowing and returning library materials. Circulation services are activities that serve the borrowing and returning of library books. The main tasks of the circulation section include serving the public who will borrow library books, serving the public who will return books that have been borrowed and making visitor statistics (Moruk, 2018; Bafadal, 2016). In circulation services, it is also very important because it is a benchmark so that the library can be said to be able to provide services to users well and provide collections needed by users. Circulation services are a benchmark for the use of library collections by users.

Borrowing books at the Class II Children's Special Guidance Institution in Gorontalo City uses an open system, the foster children are given the freedom to search for books or library materials they want. For the book borrowing process, the first thing the foster children do is report to the officer when they want to read a book in the library or borrow a book, then the library officer will direct the foster children to the desired/needed collection. A well-managed library collection can help speed up the retrieval process of the collection needed by the librarian (Maghfiro, 2017; Yanti, 2017).

An open system service system can provide convenience to librarians and can provide satisfaction to users because they can choose collections that suit their needs directly in the collection line. An open service system users are free to choose the library materials they want or need (Budiman et al., 2019; Efriza et al., 2015). Based on the research results, the process of borrowing library materials in the Ottawa library does not yet have a book borrowing record. The foster children only report to the library management officer regarding the return of the books they borrowed, so the task of the library manager is responsible for the books returned by the users.

To overcome problems that arise in the process of borrowing and returning books, libraries should develop a form of data processing system for borrowing and returning books that is supported by a web-based information system (Anggraini et al., 2022; Wulandari, 2020). Every collection that comes out or is used outside the library is the responsibility of the circulation department. Circulation services are activities that serve the borrowing and returning of library books (Melianti et al., 2020; Moruk, 2018). This is intended to oversee the security or monitoring of collections which are the main assets of the library.

Returning books to the Ottawa library is dynamic. Librarians are more prudent if the foster child has not returned the book. because librarians know that foster children's activities are not only used for reading, but there are many LPKA programs that are mandatory to follow which aim to fulfill education, and other foster programs. Why is that because when foster children are busy following the LPKA program they also still finish the books they read. Another reason is that foster children are only in the LPKA area and foster children have been given the responsibility to return books when they have finished reading.

In order to ensure that the service process in the library can run smoothly, orderly and regularly, it is necessary to create rules and regulations that can be used as a reference for both parties. If a library has good rules and maintenance/care of the library, it is a requirement that must be met by the library's human resources (Soeminah in Haryati, 2017; Supriyadi, 2015). The contents of the rules are adjusted to each library.

Returning books is a form of responsibility of the librarian to return books that have been borrowed in accordance with the procedures set by the library. For returning books, what the foster child does is report to the library staff that the borrowed books will be returned to the collection row, the service provided by the librarian is also very good. This is in line with previous research which states that the second task of the circulation section is to serve librarians who will return books (Arifah et al., 2023; Bafadal, 2016).

In every library there are certainly regulations regarding book lending services. The procedures between open and closed systems are the same. First, the book to be returned is submitted to the circulation section. Basically, the process of returning open books in the Ottawa library is the same as returning books that have been previously examined, but the Ottawa library has not provided a book for recording book returns in the library. In the future, Ottawa library officers must pay more attention to the administration system in the library.

Library Service Hours at the Ottawa Library, Class II Gorontalo Children's Special Development Institution, are open from Monday to Friday from 08.00, break from 12.00-13.00, and close at 16.00. All employees and foster children at the Class II Gorontalo City Children's Special Development Institution are library members and there are no special requirements to be met other than being employees and foster children at LPKA. These are regulations that must be obeyed by librarians so that the service process in the library can run smoothly. In the library, rules are needed.

Library rules and regulations are in place to ensure that every library visitor has the same rights and opportunities to utilize the collections and facilities available. These rules and regulations apply to every library visitor, without exception (Sari, 2022; Suriani & Sidabutar, 2019). Based on the presentation of research findings and theoretical studies, it can be concluded that the library management process requires good circulation services in terms of book lending, book returns, and library service hours so that the administration system in the library can be directed and in accordance with library procedures.

The availability of reading books is the most important and essential thing that must be in the library. The availability of book types has a significant effect on reading interest (Azrin, 2017; Maharani, 2017). Without the availability of reading books, the library cannot provide maximum service to users and no less important is the provision of reading materials needed by users. The library is a work unit in the form of a place to collect, store, manage and organize library material collections systematically to be used by users as a source of information as well as a fun learning tool (Olii et al., 2022; Irviani & Oktaviana, 2017). For the procurement of reading materials, LPKA Class II Gorontalo does not allocate special funds for the purchase of reading books. The collection of reading materials in the library is obtained from collaborating with government institutions, communities and individuals who donate or lend books to the library.

The availability of reading books in the Ottawa library of the Class II Children's Special Guidance Institution is quite complete. The number of collections in the Ottawa LPKA Class II Gorontalo library based on the recapitulation in July 2022 is 620 books covering Language, Psychology, Religion, History, Technology, Skills, art, animal husbandry, business ventures, biographies, novels and others according to the interests/needs of the foster children. Each library has different characteristics in the context of library materials, but the vision of all libraries is the same, namely the availability of complete library materials, because without a good and adequate collection, the library will not provide good service to its users (Arief, 2020; Cahyani & Christiani, 2015). In addition, increasing interest in reading or a love of reading is one of the roles of the library as a source or provider of information.

The library is one of the information services for foster children in LPKA Class II Gorontalo. The purpose of the Ottawa library service is to meet the needs of recreation, knowledge of skills, education and others. By reading, foster children can gain new knowledge so that they can provide opportunities to be creative in utilizing time and improving the quality of life, by studying through reading materials available at the Ottawa Library, because one of the functions of the library is education. Based on the presentation of the research findings and theoretical studies above, it can be seen that the library has an obligation to provide information related to the completeness of reading materials for users so that it can attract the attention of students to always visit the library.

Every thing that wants to be achieved well and has a goal, of course has certain steps to get maximum results. The library must provide excellent and superior service with a smile, friendly attitude and politeness to give the impression so that they come back to the library (Artana, 2024; Anawati, 2017). Likewise, in forming a reading culture for foster children in LPKA Class II Gorontalo, steps are needed so that a reading culture can be formed, one of which is by stimulating the foster children's interest in reading so that a reading culture can be formed. Reading activities can maintain brain health, increase logical and linguistic intelligence so that children who are diligent in reading will tend to be better at understanding problems both related to school subjects and their daily lives (Dudetu et al., 2021; Antoro, 2017).

Steps taken by LPKA Class II Gorontalo to stimulate the reading interest of foster children so that a reading culture can be formed, namely by implementing several programs such as scheduling reading time in the library and collaborating with the Lipu'u Pustaka Gorontalo community in providing motivation to increase reading interest and facilitating foster children to take part in competitions so that the goal of forming a reading culture of foster children in LPKA Class II Gorontalo can be achieved. In addition, things that can be done to stimulate reading interest are by providing reading parks (Suwanto, 2017; Hayati & Suryono, 2015).

The reading culture of foster children of LPKA Class II Gorontalo has begun to form because in terms of reading, foster children already have their own initiative to come to the library to read. This also has an impact on the achievements of foster children of LPKA who often win when participating in competitions such as third place in the male speech competition and first place in the short story competition, even though the foster children are still in detention, they will continue to work. Based on the presentation of

research findings and theoretical studies in above, it can be concluded that stimulation for foster children can be done by creating programs that can increase their interest in reading such as collaborating with the Lipu'u Pustaka Gorontalo community and establishing an attractive reading park, creating a literacy program in LPKA Class II Gorontalo for foster children. Increasing interest in reading can be done by developing a collaborative program with the Lipu'u community to provide motivation through facilitating reading competitions.

Effective library management plays an important role in forming a sustainable reading culture among foster children. The latest information in this study has implications for optimal library management to improve reading culture. The limitations of this study are that because the type of research used is a case study, the results of this study may not be representative of the conditions of other libraries. Therefore, subsequent research can adjust the type of research or adjust the research to the existing library conditions.

4. CONCLUSION

This study revealed that the Ottawa library in LPKA Class II Gorontalo has been designed to support literacy of foster children through an open borrowing system, flexible return services, and a diverse collection of 620 books according to user interests. With regular operating hours, this library facilitates reading access both on site and in the room. In addition, efforts to form a reading culture are carried out through collaboration with communities such as Lipu'u Pustaka Gorontalo, which provides motivation and reading schedules for foster children. This strategy shows the role of the library as a center for literacy as well as character development of foster children.

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