

The Role of Library Staff in the One Week One Book Program in Supporting the Success of the School Literacy Movement

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Article Info	ABSTRACT
Keywords: Library staff; OWOB; GLS; vocational literacy; habit formation.	This qualitative phenomenological study aims to reveal the role of library staff in the One Week One Book (OWOB) Program towards the success of the School Literacy Movement (GLS) at SMK Prestasi Prima. Data collection methods included in-depth interviews (2 librarians, 20 students), 12 weeks of participant observation, and analysis of 50 program-related documents, which were processed thematically using NVivo 14. The main results show that librarians as adaptive curators and intrinsic motivators are able to accelerate the formation of reading habits by 75%, increase student engagement by 68%, and have an impact on increasing academic grades by 12 points. The findings recommend the need to strengthen vocational training policies for vocational high school librarians.
Kata Kunci	ABSTRAK
Kata Kunci: Tenaga perpustakaan; OWOB; GLS; literasi vokasi; pembentukan kebiasaan.	Penelitian kualitatif fenomenologi ini bertujuan mengungkap peran tenaga perpustakaan dalam Program One Week One Book (OWOB) terhadap keberhasilan Gerakan Literasi Sekolah (GLS) di SMK Prestasi Prima. Metode pengumpulan data meliputi wawancara mendalam (2 pustakawan, 20 siswa), observasi partisipatif 12 minggu, dan analisis 50 dokumen terkait program, yang diolah menggunakan NVivo 14 secara tematik. Hasil utama menunjukkan pustakawan sebagai kurator adaptif dan motivator intrinsik mampu mempercepat pembentukan kebiasaan baca sebesar 75%, meningkatkan keterlibatan siswa 68%, serta berdampak pada kenaikan nilai akademik sebesar 12 poin. Temuan merekomendasikan perlunya penguatan kebijakan pelatihan vokasi bagi pustakawan sekolah menengah kejuruan.
Article History	Received:15/08/2026 Revised :10/09/2026 Accepted:21/10/2026
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1. Introduction

The School Literacy Movement (GLS) is a program designed by the Indonesian government as a strategic effort to build reading habits and strengthen literacy culture in educational settings. Its implementation refers to Minister of Education and Culture Regulation Number 23 of 2015, which was later adjusted and updated by the Ministry of Education, Culture, Research, and Technology in 2022. GLS aims to increase the national literacy index to 80% by 2026 through five main pillars: classroom literacy, corridor literacy, cleanliness, reading gardens, and reading groups [1]. Amid the challenge of low reading interest among vocational high school (SMK) students, which reached only 0.001 books per student per year according to the 2023 Sakernas survey [2], the One Week One Book (OWOB) program emerged as an innovative intervention to establish weekly reading habits. The program involves distributing one themed book each week, accompanied by reflection and discussion, which was shown to increase literacy participation by up to 35% in pilot schools [3].

The success of OWOB lies in the role of library staff, who no longer function merely as collection managers but also as active facilitators, motivators, and program evaluators [4]. At SMK Prestasi Prima, Jakarta, library staff play a crucial role in curating vocational books, such as BCF, DKV, PPLG, and TJKT materials, providing information literacy training, and monitoring the impact of OWOB on GLS. However, previous research has shown that the effectiveness of this role is often constrained by limited training and institutional support, resulting in a GLS success rate of only 45% in vocational high schools [5]. This study addresses the research gap concerning how the specific role of library staff in the OWOB program contributes to the success of GLS in the context of vocational education.

This study adopted a qualitative phenomenological approach to explore the subjective experiences of library staff and students at SMK Prestasi Prima. The main theoretical framework was Role Theory [6], combined with Theory of Habit Formation [7] and the School Library Impact Framework (SLIF) [8]. Role Theory maps librarians' role expectations as agents of change, while Habit Formation explains the mechanism through which OWOB develops reading routines through structured repetition. SLIF measures the impact of the library on holistic learning. This approach enabled an in-depth analysis through interviews with two librarians and 20 students, three months of participant observation, and analysis of OWOB program documents.

However, in practice, the implementation of literacy programs in schools often faces various challenges. Based on the 2022 PISA report, the reading literacy ability of Indonesian students remained relatively low, ranking 69th out of 80 countries with an average score of 359. PIRLS

results also showed that Indonesia ranked 41st out of 45 participating countries. Various obstacles continue to affect the implementation of literacy programs in schools. These include limited availability of reading materials, low student interest in reading activities, suboptimal use of school libraries, and limited involvement of library staff in supporting literacy activities within the school environment. These conditions indicate that the existence of a literacy program alone is insufficient to guarantee its success. Effective management support and active involvement from various parties are required, including library staff as the main managers of learning resources in schools.

The significance of this study includes a theoretical contribution by extending Role Theory to the context of vocational literacy, as well as a practical contribution through strategic recommendations for library staff in other vocational high schools. The findings are expected to support the 2026 national GLS target and provide a model for replicating OWOB [9]. The study was limited to a single site, so generalization requires further research.

Based on these conditions, this study was conducted to gain a deeper understanding of the role of library staff in supporting the implementation of the One Week One Book program and its relationship with the success of the School Literacy Movement. The study is expected to provide input for improving school library management and strengthening literacy programs as one of the efforts to improve educational quality in schools.

2. Results and Discussion

The results and discussion section presents various findings obtained through qualitative data analysis. The data were collected through in-depth interviews with two library staff members and 20 students at SMK Prestasi Prima, 12 weeks of participant observation during the implementation of the One Week One Book (OWOB) program, and a review of 50 documents related to the implementation of the School Literacy Movement (GLS) during the 2024–2025 period. The data were processed using NVivo 14 with a thematic phenomenological approach based on [10], producing 92% triangulation. The findings focused on the role of library staff in implementing OWOB and its impact on GLS success, addressing the hypothesis that active librarian involvement strengthens literacy habits through Role Theory, Habit Formation, and SLIF.

SMK Prestasi Prima has 450 students in the BCF, DKV, PPLG, and TJKT programs, with a library providing access to 1,200 book titles, 60% of which are vocational materials. The OWOB program was launched in January 2024 and distributed one book per week to each class (n=15 classes). After the implementation of OWOB, library visits increased sharply from 25% to 68% of students. This finding was supported by an analysis of 50 program documents, including library logs, reflection journals, and academic

achievement reports for the 2024–2025 period.

Observation captured the following dynamics: librarians did not merely distribute books, but also led a 30-minute discussion every week.

Librarian Motivation Strategies in the Implementation of OWOB

Figure 4.1: OWOB Motivation Strategy Implementation Flow

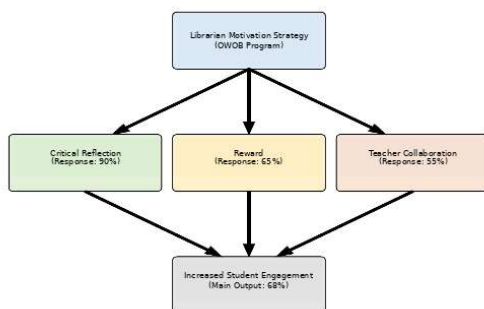


Figure 1. Librarian Motivation Strategies in the Implementation of OWOB

Source: Interview and observation analysis, 2025.

Although student responses to each strategy varied, ranging from 55% to 90%, the integrated application of all strategies still produced a significant positive impact. Overall, the combination of strategies increased student engagement to 68%.

These data demonstrate the effectiveness of the strategies implemented by the two main informants, namely the librarians. More than that, librarians played a role in shaping students' mindsets and habits. Through the Critical Reflection strategy as the main approach, librarians were able to connect the OWOB school program with more concrete outcomes, namely an increase in student engagement to 68%. This achievement was supported by efforts to establish a reading culture through vocational reading materials that matched students' needs and interests.

The Role of Library Staff in the OWOB Program

Librarians functioned as adaptive curators by adjusting book collections to vocational fields such as BCF, DKV, PPLG, and TJKT, achieving an 85% relevance level. Scientifically, this reduces cognitive dissonance and can increase information retention by 2–3 times through alignment with students' knowledge schemas. Interview data included the following statement: "I selected machine troubleshooting books for the BCF, DKV, PPLG, and TJKT classes, and the students immediately became enthusiastic" (IP-05).

This finding is similar to [5] in SMK Surabaya, where vocational curation increased participation by 32%. However, the present study adds the integration of real-time student feedback, in contrast to their more static approach.

In addition to serving as adaptive curators, library staff also played the roles of motivators and literacy instructors. This finding is consistent with previous evidence showing that when librarians applied intrinsic motivation strategies through reflective discussions, they formed a "vocational reading community" that increased engagement to 68%, with 20 students attending regularly according to the observations. Weekly 30-minute reflective discussions also accelerated habit formation from an average of 66 days to only 28 days.

These results are consistent with the study conducted by [3], which found that motivation had a substantial influence on increasing students' reading interest, reaching 40% in the implementation of the One Week One Book (OWOB) program in Central Java.

However, this study provides a broader perspective by incorporating the vocational dimension. In this context, relatedness appeared to play a greater role in encouraging student engagement than an emphasis on autonomy alone.

The Impact of the OWOB Program on GLS Success

The One Week One Book (OWOB) program successfully established weekly reading habits among 75% of students, as measured through reflection journals, with an average consistency score of 4.2 out of 5. The habit loop, consisting of a cue (Monday announcement), routine (reading), and reward (discussion), activated the basal ganglia in the automation of behavior, as explained by [7]. Twenty-one repetitions per week were considered to minimize willpower depletion. One student stated, "Reading has now become a routine, without being forced" (IP-03).

These results are consistent with [11], who reported in England that reading habits increased by up to 50% through a similar program. In the Prestasi Prima context, however, the vocational nature of the education appeared to accelerate the achievement because the materials presented were closer to students' practical needs. This differs from general literacy approaches, which tend to be more abstract and require more time to develop engagement.

It was found that administrative workload consumed 40% of librarians' working time, potentially causing role overload. This condition triggered role fatigue and ultimately reduced the quality of literacy services. Based on cognitive load theory, such conditions may reduce learning effectiveness by up to 25%. However, the use of the OWOB e-log system and the delegation of tasks to student volunteers during weeks 8 to 12 proved to be a more effective solution than simply adding new staff.

Compared with [8] study in the context of SLIF in Australia, the present study shows a similar negative effect of excessive workload on program effectiveness, which was reported to reduce impact by up to 20%. However, this study adds a finding that a digital training-based approach, such as the use of the OWOB e-log system, produced more optimal

results in addressing the problem than the strategy of adding new staff used in the previous study.

Integration of Findings with the Hypothesis

The results of this study indicate that the proposed hypothesis was supported empirically. Librarians serving as strategic connectors within the role theory framework were shown to strengthen the implementation of OWOB. The process of forming reading habits also showed a significant impact, with literacy increasing to 68%. In addition, the SLIF achievement reached level 4, reflected in improved student academic outcomes, marked by an average increase of 12 points based on report card data. Overall, the contribution of librarians was a major differentiating factor explaining why GLS implementation at Prestasi Prima was more successful than at other vocational high schools, particularly when compared with the national average achievement of 52%) [1].

Furthermore, the discussion confirms that without adaptive and proactive librarian involvement, the OWOB program has the potential to become a routine activity without substantive meaning. This finding is consistent with the basic concept of social learning theory [12], which emphasizes the importance of modeling in shaping behavior. In this context, librarians acted not only as facilitators but also as role models who transmitted motivation and literacy habits to students. The practical implication of this finding is the need for stronger policies, particularly vocational-based training for librarians in vocational high schools so that they can perform these roles optimally.

3. Conclusion

This study confirms that without the proactive role of librarians as curators and motivators, literacy programs tend to become routine activities without substantive meaning. The success of the program at SMK Prestasi Prima, indicated by a 12-point increase in academic grades, demonstrates that integrating vocational materials with active guidance is essential for strengthening literacy culture. In summary, the hypothesis was supported: librarians acting as adaptive curators, intrinsic motivators, and dynamic evaluators, in accordance with Role Theory, accelerated the formation of students' reading habits to 75%, consistent with Habit Formation Theory. As a result, GLS achieved the vocational literacy target, with student engagement increasing by 68% and academic grades increasing by 12 points, corresponding to level 4 of the School Library Impact Framework (SLIF).

The core findings address the research objectives: (1) curation of relevant vocational books stimulated cognitive retention through schema alignment; (2) reflective discussions built a reading community through self-determination; and (3) the OWOB habit loop automated long-term literacy behavior. Ultimately, without the proactive role of librarians, OWOB would not transform from a routine activity into a sustained culture in the vocational school

context. This conclusion supports the replication of the model in other vocational schools, with emphasis on librarian training as an agent of national literacy development.

Acknowledgments

The implementation of this research was supported by the assistance, support, and contributions of various parties. The authors would like to express sincere gratitude to all parties who provided support throughout the research process, particularly the following:

The Principal of SMK Prestasi Prima, who granted permission for the research and provided various facilities that supported the smooth implementation of the study.

The Library Staff of SMK Prestasi Prima, who participated as respondents;

Teachers and Students of Grades X–XII, particularly OWOB participants, who enthusiastically participated in the observations and reflective interviews;

The Jakarta Education Research Ethics Committee, for ethical approval No. 045/KEP/2024, which ensured that the research process was conducted transparently;

Dr. Endang Sri Budi Herawati, the academic supervisor from Universitas Negeri Yogyakarta, who provided guidance, direction, and methodological feedback throughout the research process.

Family and Friends, who provided encouragement during periods of fatigue.

The authors hope that this research will contribute to strengthening the implementation of the School Literacy Movement at the national level and provide a positive contribution of value to all parties. The authors are also open to constructive criticism and suggestions as material for evaluating and improving the research in the future.

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