

Internal Library Promotion Strategies to Increase Student Visits and Strengthen School Literacy: A Comparative Case Study at Two State Vocational High Schools in Indragiri Hulu Regency

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Abstract

School libraries play an important role in supporting learning and strengthening school literacy; however, student visits remain relatively low in many vocational high schools. This study aims to analyze the implementation of internal library promotion strategies, identify the supporting and inhibiting factors, and examine the efforts undertaken to increase student visits and strengthen school literacy. A comparative qualitative case study was conducted at SMK Negeri 1 Pasir Penyus and SMK Negeri 1 Lubuk Batu Jaya in Indragiri Hulu Regency. Data were collected through in-depth interviews, observations, document analysis, and Focus Group Discussions involving school principals, librarians, teachers, and students. The data were analyzed using an interactive analysis approach involving data reduction, data display, and conclusion drawing. The findings indicate that both schools implemented internal library promotion through a combination of print media, digital media, and direct promotional activities, although with different levels of innovation and integration into the learning process. The effectiveness of library promotion was influenced not only by the diversity of promotional media but also by school leadership, teacher–librarian collaboration, student participation, and literacy programs integrated into classroom learning. Conversely, limited librarian competence, inadequate promotional funding, insufficient collections, and weak library utilization culture hindered effective implementation. This study proposes the Collaborative Internal Library Promotion Model, which conceptualizes effective library promotion as the integration of school leadership, librarian competence, organizational collaboration, active student participation, and digital media utilization. The model demonstrates that internal library promotion functions not only as a communication strategy but also as a collaborative educational approach that increases student visits while strengthening school literacy.

Keywords: internal library promotion; school library; student visits; school literacy; collaborative model.



Introduction

School libraries constitute an essential component of educational institutions, functioning as learning resource centers, information centers, and literacy development hubs. Their existence is expected to support teaching and learning processes while fostering students' reading habits and literacy culture. This role is reinforced by the Law of the Republic of Indonesia Number 43 of 2007 on Libraries and the National Library Regulation Number 4 of 2024 (*UU No. 43 Tahun 2007*, t.t.), which mandate that every educational institution establish and manage a library in accordance with national standards. Nevertheless, despite these regulations, many schools continue to experience challenges related to low levels of library utilization, as reflected in limited student visits and the underutilization of libraries as learning resource centers.

One of the factors contributing to the low frequency of student visits is the suboptimal implementation of internal library promotion strategies. Internal promotion refers to communication activities directed toward members of the school community to introduce library collections, services, facilities, and literacy programs in order to increase awareness and encourage sustainable library utilization (Harahap, 2021). Previous studies have demonstrated that systematic promotional strategies implemented through printed media, digital platforms, social media, and literacy-based programs can effectively enhance users' awareness and engagement with library services (Anggraeni & Laksmi, 2025). Furthermore, effective library management strategies, including collection development, improvement of library services, and literacy-oriented activities, contribute significantly to strengthening students' reading interest and optimizing the role of school libraries as learning resource centers (Harnung dkk., 2026; Maktumah, 2025).

The transformation of libraries in the digital era has also changed the way libraries communicate with users. International studies indicate that school libraries are no longer viewed merely as places for storing information resources but have evolved into active learning environments that require innovative services, user-centered approaches, and meaningful engagement with students. (Irawati dkk., 2024) emphasized that school librarians serve as literacy agents who play an important role in developing students' reading culture through innovative programs, collaboration, and active involvement within the school environment. Similarly, (Colvin & Croft, t.t.) demonstrated that effective librarian teacher collaboration is essential for integrating library services into learning activities and creating a sustainable culture of literacy within schools. These findings suggest that internal library promotion should be understood as an organizational strategy involving various stakeholders rather than merely as a communication activity conducted by librarians.

Collaboration among librarians, teachers, and school principals has been identified as a critical factor in strengthening school literacy programs. (Diana dkk., 2025) emphasized that collaboration among educational stakeholders contributes significantly to the development of literacy culture and effective educational services. This perspective is also supported by (Aziwantoro dkk., 2026), who highlighted that teamwork, organizational culture, and interpersonal communication are important elements in creating a productive educational environment. In the context of school libraries, collaborative practices are essential because successful promotion requires coordination between librarians, teachers, and school management to ensure that library programs are integrated into instructional activities. Moreover, (Mahfuz dkk., 2022) emphasized that the utilization of information technology-based media plays an important role in supporting educational communication and learning processes. Therefore, digital media

utilization in library promotion should not be viewed solely as a promotional instrument but as part of a broader educational communication strategy.

However, previous studies have predominantly focused on general secondary schools, primary schools, academic libraries, or specific aspects of library development, such as digital promotion, service quality, literacy programs, or reading interest. Research examining internal library promotion strategies in vocational high schools, particularly within regional contexts, remains limited. Vocational high schools possess unique educational characteristics because students require learning resources that support both academic development and vocational competencies. Consequently, internal library promotion strategies in SMK need to be designed not only to increase library visits but also to integrate library services with students' learning experiences and literacy development.

Preliminary observations conducted at SMK Negeri 1 Pasir Penyu and SMK Negeri 1 Lubuk Batu Jaya in Indragiri Hulu Regency revealed that internal library promotion strategies had not been implemented optimally. Promotional media were limited and infrequently updated, promotional activities lacked consistency, collaboration between librarians and teachers remained insufficient, and the competencies of library personnel, together with the availability of collections and facilities, had not fully supported efforts to increase student library visits. These conditions were reflected in fluctuating and, at certain periods, declining student visitation rates. The findings indicate a gap between the expected role of school libraries as literacy centers and the actual implementation of internal promotional strategies.

Based on these issues, this study aims to describe the internal library promotion strategies implemented at SMK Negeri 1 Pasir Penyu and SMK Negeri 1 Lubuk Batu Jaya, identify the supporting and inhibiting factors influencing their implementation, and analyze the efforts undertaken to overcome these challenges. The novelty of this study lies in the development of the Collaborative Internal Library Promotion Model, which integrates school leadership, librarian competencies, teacher librarian collaboration, student participation, digital media utilization, and the integration of library services into instructional practices as a comprehensive framework for strengthening sustainable library utilization in vocational high schools.

Unlike previous studies that predominantly examined promotional media, library management, or literacy programs separately, this research provides a more comprehensive understanding of how organizational stakeholders interact in developing effective internal library promotion strategies. The proposed model emphasizes that successful library promotion is not determined merely by the availability of promotional tools but by the synergy among school leadership, librarian professionalism, teacher collaboration, student participation, digital communication, and learning integration. Consequently, this study contributes theoretically to the advancement of school library management and practically provides recommendations for designing systematic, collaborative, and sustainable promotional strategies to strengthen school literacy culture.

Research Method

This study employed a qualitative approach using a descriptive case study design to obtain an in-depth understanding of internal library promotion strategies for increasing student library visits in the context of vocational education. The research was conducted at SMK Negeri 1 Pasir Penyu and SMK Negeri 1 Lubuk Batu Jaya, Indragiri Hulu Regency, Riau Province, Indonesia, from October 2025 to June 2026. The two schools were purposively selected because they share similar characteristics as public vocational high schools with established school libraries and literacy programs, while demonstrating

different levels of implementation of internal library promotion strategies. These contrasting characteristics enabled a comprehensive comparison of promotional practices, supporting and inhibiting factors, and efforts to improve student library visits. Throughout the study, the researcher served as the primary research instrument (human instrument), directly conducting data collection, analysis, and interpretation.

Participants were selected using purposive sampling, based on their knowledge, experience, and direct involvement in school library management and utilization. The study involved 46 informants representing eight stakeholder groups: school principals, heads of libraries, library staff, teachers, School Literacy Movement coordinators, students, school supervisors, and school committee representatives. School principals were selected because of their role in policy formulation and library development; heads of libraries and library staff because of their responsibility for library management and promotional activities; teachers and GLS coordinators because of their involvement in integrating literacy programs into classroom learning; students as the primary users of library services; and school supervisors and school committee representatives because of their perspectives on educational policy and library development. These participants were considered capable of providing comprehensive information relevant to the research objectives.

Prior to data collection, all participants received information regarding the purpose of the study and voluntarily agreed to participate. The confidentiality of participants' identities and the information obtained during the research process was maintained throughout the study.

Data were collected through in-depth interviews, observations, document analysis, and Focus Group Discussions (FGDs). The research instruments consisted of semi-structured interview guides, observation sheets, documentation checklists, and FGD guidelines developed based on the research objectives. Interviews were conducted to explore participants' experiences and perspectives, observations were used to examine the actual implementation of library promotion activities, documentation provided supporting empirical evidence, and FGDs were conducted to validate and enrich the findings obtained through other data collection techniques.

Data were analyzed using the interactive analysis model of (Miles dkk., 2014), consisting of data condensation, data display, and conclusion drawing and verification. Data analysis was conducted iteratively throughout the research process, allowing continuous comparison and interpretation of findings obtained from interviews, observations, documentation, and FGDs. To ensure the trustworthiness of the findings, the study employed source triangulation, method triangulation, member checking, peer debriefing, and prolonged engagement. These procedures were implemented to establish the credibility, dependability, confirmability, and transferability of the research findings.

Results and Discussion

The findings of this study were developed based on data obtained through in-depth interviews, observations, document analysis, and Focus Group Discussions (FGDs) involving various stakeholders at SMK Negeri 1 Pasir Penyau and SMK Negeri 1 Lubuk Batu Jaya, Indragiri Hulu Regency, Riau Province. The data were analyzed using an interactive approach, resulting in findings that describe the implementation of internal library promotion strategies to increase students' library visits. The presentation of the findings emphasizes the principal results that are directly relevant to the research objectives rather than providing detailed descriptive accounts of the field data.

The analysis identified three interrelated major findings: (1) the internal library promotion strategies implemented in both schools; (2) the supporting and inhibiting factors affecting the implementation of these strategies; and (3) the efforts undertaken by the schools to overcome implementation barriers in order to increase students' library visits. These findings are subsequently interpreted in relation to relevant theories and previous studies to provide a more comprehensive understanding of the effectiveness of internal library promotion strategies in strengthening the school literacy culture.

Implemented Internal Library Promotion Strategies

The findings indicate that the internal library promotion strategies implemented at SMK Negeri 1 Pasir Penyu and SMK Negeri 1 Lubuk Batu Jaya have incorporated a combination of printed media, digital media, and direct promotional activities. Although both schools share the same objective of increasing students' library visits, the implementation of their promotion strategies exhibits distinct characteristics influenced by organizational resources, school policies, and the capacities of library personnel.

At SMK Negeri 1 Pasir Penyu, internal library promotion has been implemented more comprehensively than at SMK Negeri 1 Lubuk Batu Jaya. Promotional activities include printed media such as posters and banners; digital platforms including Instagram, TikTok, Facebook, WhatsApp Groups, and the school website; as well as direct promotional programs such as literacy stage activities, reading ambassadors, awards for outstanding library users, teacher library collaboration, and library-based learning assignments. In contrast, library promotion at SMK Negeri 1 Lubuk Batu Jaya remains predominantly conventional, relying on school bulletin boards and weekly classroom visits every Wednesday, while the use of digital media is still at an early developmental stage through Facebook and Instagram. These differences indicate that the level of promotional innovation is strongly influenced by organizational readiness and the competencies of library personnel.

Table 1. Comparison of Internal Library Promotion Strategies

Aspect	SMK Negeri 1 Pasir Penyu	SMK Negeri 1 Lubuk Batu Jaya
Printed media	Posters, banners	School bulletin board
Digital media	Instagram, TikTok, Facebook, WhatsApp, school website	Facebook and Instagram (initial stage)
Direct promotion	Literacy stage, reading ambassadors, library user awards, teacher collaboration, library-based assignments	Literacy stage, classroom visits, library-based assignments
Level of implementation	Relatively well developed	Still limited

The findings indicate that library promotion no longer relies solely on conventional information dissemination but has begun to utilize digital media as a communication tool with students. However, the utilization of digital media has not yet been implemented in a fully planned manner. Promotional content has not been updated consistently, a promotional calendar has not been established, and evaluations of the effectiveness of each media platform used have not been conducted. Consequently, digital media tends to function merely as a temporary publication tool rather than as a strategic communication instrument capable of fostering sustainable student engagement. This condition demonstrates that the availability of digital media alone is insufficient to increase library visits without being accompanied by systematic communication planning. This finding is consistent with (Gasque & Santos, 2022), who emphasized that digital transformation in school libraries requires the integration of digital resources with information literacy practices and meaningful learning experiences. Therefore,

digital media utilization should not merely function as a channel for disseminating information but should be strategically managed to strengthen student engagement, literacy development, and interaction with library services.

The findings of this study reinforce (Harahap, 2021) perspective that library promotion is a communication process aimed at building users' awareness of library services, collections, and facilities. In the context of this study, promotional activities that are merely informative have not been able to generate sustainable changes in students' visiting behavior. Conversely, interview and observation results reveal that programs involving active student participation, such as Reading Ambassador programs, literacy stages, and library-based assignments, are more frequently perceived by informants as approaches that encourage library utilization compared to promotional activities that only provide information. This finding is supported by (Subur dkk., 2022), who demonstrated that literacy programs developed through school libraries contribute to strengthening students' reading engagement and enhancing the role of libraries as educational support centers. Thus, library promotion becomes more effective when implemented through structured literacy activities that provide students with direct experiences and active involvement rather than through one-way promotional communication.

The findings are also consistent with (Anggraeni & Laksmi, 2025), who emphasized that library promotion strategies in the digital era require the integration of various promotional channels, including social media, digital platforms, library programs, and other communication tools, to effectively respond to changing user behaviors. At SMK Negeri 1 Pasir Penyu, the combination of various promotional media provides broader opportunities for interaction with students compared to SMK Negeri 1 Lubuk Batu Jaya, which still relies more heavily on conventional media. Nevertheless, this study found that the diversity of promotional media does not automatically increase library visits unless it is supported by strategic planning, consistent program implementation, and institutional support. This finding indicates that digital promotion should be positioned as part of a broader organizational communication strategy rather than merely as an additional publication medium. In this regard, digital platforms become meaningful when they are integrated with literacy programs, learning activities, and continuous interaction with students.

The findings indicate that direct promotion through literacy activities is perceived by informants as a more effective approach for supporting increased student visits compared to promotional strategies that rely solely on media platforms. Programs such as literacy stages, library-based assignments, and collaboration between teachers and librarians are considered capable of encouraging library utilization because they are integrated into the learning process. Such integration provides opportunities for teachers to utilize the library as a learning resource that supports active learning, expands students' access to various sources of information, and promotes the development of literacy skills relevant to educational needs in schools. This finding is in line with (Merga, 2020), who emphasized that school libraries contribute more effectively to literacy development when students are actively engaged in meaningful reading activities and when library programs are connected with broader educational objectives. Therefore, based on the interpretation of the data, library promotion does not merely function as a communication medium but also becomes part of a learning strategy that supports the strengthening of school literacy culture.

Based on the overall findings, it can be interpreted that the success of internal library promotion strategies is not determined by the number of promotional media utilized, but rather by the synergy between promotional media, literacy programs, school management support, and the integration of the

library into the learning process. This finding expands the concept of library promotion from merely delivering information into an organizational communication strategy capable of increasing student visits while simultaneously strengthening school literacy through the utilization of the library as a learning resource center. In this perspective, effective library promotion requires institutional commitment, professional librarian capacity, and collaboration among educational stakeholders.

The comparison between the two schools demonstrates that the effectiveness of internal library promotion strategies is influenced not only by the diversity of promotional media employed but also by the extent to which promotion is integrated with school literacy programs, stakeholder involvement, and learning processes. SMK Negeri 1 Pasir Penyu demonstrates a more comprehensive implementation of promotional strategies through collaboration among the principal, teachers, librarians, and various literacy programs, whereas SMK Negeri 1 Lubuk Batu Jaya remains in the stage of strengthening digital media utilization and developing literacy programs. This comparative finding indicates that schools capable of integrating library promotion into learning activities have greater potential to increase student visits while simultaneously strengthening school literacy in a sustainable manner.

Therefore, this study confirms that effective internal library promotion requires a shift from a media-oriented approach toward a collaborative and learning-oriented approach. The proposed Collaborative Internal Library Promotion Model highlights that library promotion effectiveness emerges from the interaction among digital communication, literacy-based activities, stakeholder collaboration, librarian competence, and the integration of library services into instructional practices. This model extends previous perspectives by positioning library promotion not only as a strategy for increasing student visits but also as an educational mechanism for strengthening sustainable literacy culture in vocational high schools.

Supporting and Inhibiting Factors in the Implementation of Internal Library Promotion Strategies

The findings indicate that the implementation of internal library promotion strategies in both schools is influenced by various interrelated supporting and inhibiting factors. Based on interviews, observations, and document analysis, these factors do not operate independently but interact in shaping the implementation of promotional strategies in each school. Schools receiving stronger organizational support tended to implement more diverse and sustainable promotional programs than those facing greater resource limitations.

The primary supporting factors identified at SMK Negeri 1 Pasir Penyu include the principal's commitment to library development, active collaboration between teachers and librarians, relatively adequate library facilities, and literacy programs integrated into classroom learning. At SMK Negeri 1 Lubuk Batu Jaya, supportive school policies, friendly library services, and a comfortable library environment also contributed positively to internal promotion, although their implementation has not yet reached the level observed in the comparison school. These findings demonstrate that leadership support and a supportive school environment constitute the foundation for effective library promotion strategies.

Conversely, both schools experienced several common barriers, including the absence of a dedicated promotional budget, limited numbers and competencies of library personnel, inconsistent collaboration between teachers and librarians, inadequate collections that meet vocational students' needs, and students' limited awareness of independently utilizing library services. Furthermore, digital

media have not yet been professionally managed as promotional tools, resulting in suboptimal dissemination of library service information among students.

Table 2. Supporting and Inhibiting Factors of Internal Library Promotion Strategies

Supporting Factors	Inhibiting Factors
Strong commitment from the school principal	The unavailability of a dedicated promotional budget
Effective collaboration between teachers and librarians	Limited professional competence among library staff
Implementation of school literacy programs	Lack of sustainable collaborative practices
Adequate library facilities	Library collections and infrastructure that have not fully addressed user needs
Institutional support through school policies	Low level of student interest in visiting the library
Quality librarian services	Ineffective management and utilization of digital media

The findings indicate that the most influential supporting factor is not the completeness of library facilities but rather the quality of leadership and collaboration among school stakeholders. At SMK Negeri 1 Pasir Penyau, the active involvement of the principal in supporting literacy programs encouraged teachers to integrate library resources into classroom instruction. Conversely, when collaboration was inconsistent, the availability of various promotional media alone was insufficient to significantly increase student library visits. These findings indicate that library promotion should be viewed as an organizational activity requiring cross-functional collaboration rather than as the sole responsibility of librarians.

The findings are consistent with (Diana dkk., 2025), who emphasized that effective school library management requires synergy among principals, teachers, and librarians. They also support (Hidayati dkk., 2021), who found that the development of students' reading interest is closely related to effective school library management strategies, such as improving library collections, providing motivational programs, and involving school stakeholders in promoting reading activities. These findings reinforce the argument that library promotion should not be viewed merely as an information dissemination activity but as an integrated strategy to strengthen students' literacy engagement. Furthermore, the findings are consistent with (Attika dkk., 2024), who demonstrated that the effectiveness of educational services largely depends on collaboration among school stakeholders in creating supportive learning environments. Within the context of this study, collaboration among principals, teachers, librarians, and students emerged as an essential factor in strengthening the effectiveness of internal library promotion strategies while simultaneously reinforcing the school literacy culture. Moreover, the findings indicate that organizational support alone is insufficient unless accompanied by systematic program planning and continuous evaluation.

From the perspective of inhibiting factors, participants more frequently identified limitations in human resources than deficiencies in physical facilities. Interview findings revealed that many library staff members lacked formal educational backgrounds in library and information science, limiting their capacity to design promotional programs, manage digital media, and communicate effectively with students. These limitations were associated with the relatively low level of innovation observed in promotional activities. This finding is consistent with (Maktumah, 2025), who emphasized that effective school library management plays an important role in fostering students' reading interest and developing a sustainable reading culture. Their study highlights that the optimization of library management, including the provision of appropriate services and strategic programs, is essential to strengthen the role of school libraries in supporting literacy development.

The findings also suggest that low student visitation rates are associated not only with reading interest but also with the absence of a well-established culture of library utilization within school learning activities. Based on interviews, observations, and documentary evidence, low library visitation was interpreted as an organizational phenomenon influenced by school leadership, library staff competencies, institutional policies, and teachers' involvement in instructional activities. This perspective provides a more comprehensive explanation than previous studies that primarily attributed low library use to students' individual characteristics.

Overall, the findings indicate that the effectiveness of internal library promotion strategies is determined by four interrelated components: school leadership, the capacity of library human resources, organizational collaboration, and school literacy culture. The stronger the synergy among these components, the more effective the implementation of internal library promotion strategies becomes in fostering sustainable student library visitation while strengthening school literacy culture. These findings contribute conceptually by demonstrating that internal library promotion should be understood not merely as a communication activity but also as an integral component of school organizational governance supporting literacy development.

Efforts to Overcome Barriers in Internal Library Promotion Strategies

The findings reveal that both schools have undertaken various initiatives to overcome barriers in implementing internal library promotion strategies, although with different levels of intensity and innovation. These initiatives were intended to improve promotional effectiveness, strengthen collaboration among school stakeholders, and encourage students to utilize the library as an integral part of the learning process. The findings indicate that increasing student library visits depends not only on the availability of promotional media but also on the school's ability to establish a comprehensive literacy ecosystem involving all stakeholders.

At SMK Negeri 1 Pasir Penyu, these initiatives included the development of a Reading Ambassador program, optimization of digital media utilization, strengthened collaboration between teachers and librarians, recognition of active library users, and literacy activities integrated into classroom instruction. These programs functioned not only as promotional strategies but also as mechanisms for encouraging students' active participation in literacy activities. In contrast, SMK Negeri 1 Lubuk Batu Jaya primarily focused on developing digital media, establishing classroom reading corners, improving library services, and planning the involvement of the Student Council (OSIS) as a promotional partner. Although these initiatives remain in the developmental stage, they demonstrate the school's commitment to strengthening the library's role as a learning resource center.

Table 3. Efforts to Overcome Barriers in Internal Library Promotion Strategies

SMK Negeri 1 Pasir Penyu	SMK Negeri 1 Lubuk Batu Jaya
Development of the Reading Ambassador Program	Development of digital media platforms
Optimization of library social media utilization	Establishment of reading corners in every classroom
Collaboration between teachers and librarians	Involvement of the Student Council (OSIS) as a promotional partner
Recognition and rewards for active library users	Improvement of library service quality
Integrated literacy programs	Strengthening students' reading culture

The findings indicate that promotional activities perceived by participants as most effective in encouraging library utilization were not simply the expansion of promotional media but rather programs directly involving students in literacy activities. Reading Ambassador programs, literacy stage

performances, library-based assignments, and recognition for active library users were perceived as effective because they provided authentic learning experiences integrated into instructional activities. In contrast, promotional activities focusing solely on information dissemination without active student engagement were perceived as less effective in fostering sustainable library utilization.

The findings support (Ralph & Hegeman, 2025), who demonstrated that student-centered library development strategies, particularly those that create collaborative learning environments and respond to students' needs, are more effective in increasing library engagement than approaches that focus solely on physical facilities. Their findings highlight that libraries should be designed as active learning spaces that encourage student participation and meaningful interaction with library resources. Furthermore, (Merga & Mat Roni, 2025) emphasized that school library professionals play an important role in fostering students' reading engagement by providing supportive environments, appropriate resources, and guidance that encourages sustained participation in literacy activities.

They also reinforce (Diana dkk., 2025), who emphasized that collaboration among principals, teachers, and librarians is fundamental to developing school literacy culture. Similarly, (Soulen & Irvin, 2025) demonstrated that librarian-teacher collaboration and institutional support are essential for embedding digital literacy practices into classroom instruction and strengthening the role of libraries as learning partners within schools. Likewise, (Attika dkk., 2024) highlighted that successful educational services require synergy among all school stakeholders. This study extends these perspectives by demonstrating that collaborative principles also constitute the foundation of effective internal library promotion strategies. More importantly, collaboration becomes more effective when implemented through well-planned promotional programs that actively engage students, are integrated into classroom learning, and are sustained over time.

Another important finding concerns the role of digital media as a complementary rather than substitute strategy for direct promotion. Social media broaden the dissemination of information regarding library collections, services, and activities, whereas direct literacy-based promotion facilitates social interaction that encourages behavioral change among students. Therefore, the effectiveness of internal library promotion depends not on the dominance of a single promotional approach but on the integration of digital communication with learning-based promotional activities. This argument is consistent with (Soulen & Irvin, 2025), who found that digital literacy initiatives supported by librarian-teacher collaboration can strengthen the integration of technology and literacy practices within educational environments.

Overall, four major strategies were identified as effective in overcoming barriers to internal library promotion: strengthening the capacity of library personnel, developing student participation-based literacy programs, reinforcing collaboration between teachers and librarians, and optimizing the planned utilization of digital media. Together, these strategies form an adaptive promotional system that responds effectively to the needs of schools.

Therefore, this study not only confirms the importance of internal library promotion strategies reported in previous research but also proposes a conceptual advancement through the Collaborative Internal Library Promotion Model, which explains that the effectiveness of library promotion is determined by the synergy among school leadership, librarian competence, teacher collaboration, active student participation, digital media utilization, and the integration of library services into instructional practices to increase student library visits and strengthen sustainable school literacy culture.

Conclusion

This study concludes that the internal library promotion strategies implemented at SMK Negeri 1 Pasir Penyau and SMK Negeri 1 Lubuk Batu Jaya utilize a combination of print media, digital media, and direct promotional activities to increase student visits. The comparative findings indicate that the effectiveness of these strategies is influenced not merely by the diversity of promotional media but also by the integration of library promotion with school leadership, teacher–librarian collaboration, student participation, and literacy programs embedded in the learning process. Schools that demonstrate stronger organizational collaboration and greater integration of the library into teaching and learning activities are more likely to increase student visits while simultaneously strengthening school literacy.

The scientific contribution of this study is the development of the Collaborative Internal Library Promotion Model, which conceptualizes effective library promotion as the integration of school leadership, librarian competence, organizational collaboration, active student participation, and digital media utilization. This model extends the perspective of internal library promotion from a communication-oriented activity to a collaborative educational strategy that supports learning and strengthens school literacy.

Since this study was limited to two public vocational high schools in Indragiri Hulu Regency using a qualitative approach, the findings should be understood within their research context. Future studies are recommended to involve a broader range of schools and employ mixed-methods or quantitative approaches to validate and further develop the proposed conceptual model.

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