

The Existence of Library Literacy in Indonesia in the Millennial Era: Strategies for Improving the Quality of Education to Support the Sustainable Development Goals (SDG's)

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Abstract

Objective: This study aims to analyze the existence of library literacy in Indonesia in the millennial era and investigate strategies to improve the quality of education in supporting the achievement of the Sustainable Development Goals (SDGs), especially those related to quality education and equal access to information. Library literacy plays an important role in improving individuals' ability to access, process, and utilize information effectively.

Theoretical Framework: the one used in this study refers to the concept of information literacy and the role of libraries in education, as well as a sustainable development theory that links quality education to the achievement of the SDGs. **Literature Review:** The existing literature shows that despite efforts to improve access to information and education in Indonesia, the library literacy gap between regions is still a major challenge. Several studies highlight the lack of adequate library infrastructure, lack of training for library managers, and limited access to technology for people in remote areas. **Methods:** This study uses a qualitative method with a case study approach in several libraries located in large cities and remote areas. Data was collected through interviews with library managers, teachers, and students, as well as analysis of documents related to library literacy policies in Indonesia. **Results:** The results of the study show that library literacy in Indonesia in the millennial era faces several obstacles, including the lack of technological facilities in regional libraries, the low quality of human resource management in the library sector, and the unequal access to information in rural areas. However, there are also several positive initiatives carried out by the library community, such as digital literacy training for students and the introduction of mobile libraries. **Implications:** The implication of this study is the importance of strengthening policies that support the development of library infrastructure and the improvement of digital literacy skills, as part of a strategy to achieve the SDGs, especially in terms of inclusive and quality education. **Novelty:** The novelty of this research lies in integrating library literacy with the goal of sustainable development in the context of Indonesian education.

Keywords: library literacy, millennial era, quality education, sustainable development goals (sdgs), education strategy.

INTRODUCTION

In this all-digital millennial era, information literacy is one of the main skills that must be possessed by the community to survive and develop. Information literacy includes not only the ability to read and write, but also the ability to access, evaluate, and utilize information effectively [1]. In Indonesia, libraries as educational and information institutions have a very important role in supporting information literacy, which in turn contributes to improving the quality of education. Libraries not only function as a place to store books, but also as a learning centre that provides various sources of information that can be accessed by the public, both in cities and in remote areas [2].

As a country that is striving to achieve the Sustainable Development Goals (SDGs), especially SDG 4 goals on inclusive, equitable, and quality education, Indonesia faces major challenges in realizing equitable and quality access to education [3]. In this context, library literacy is one of the most important means to strengthen the education system in Indonesia. Therefore, research on the existence of library literacy in Indonesia in the millennial era, as well as its improvement strategies to support the SDGs goals, is very relevant and needs to be studied further [4].

Gap Problem, although library literacy has great potential to improve the quality of education, its implementation in Indonesia still faces several challenges. One of the main problems faced is inequality in the distribution of libraries and information resources [5]. Many regions in Indonesia, especially in rural and remote areas, do not have adequate access to modern libraries and digital facilities that can support information literacy. Library resources in big cities, although relatively better, often cannot reach all levels of society in need [6].

In addition, the low reading culture and lack of understanding of the importance of information literacy are challenges [7]. Although access to technology and the internet is becoming more widespread, many people, especially the younger generation, have not fully utilized libraries as a source of learning and skill development. Many prefer to seek information through social media and other digital platforms that are not always verified. In this context, libraries play an important role in providing direction to the public on how to obtain and use information wisely [8].

Another problem is the lack of integration between libraries and the formal education system in Indonesia. Libraries should be an inseparable part of the learning process that occurs in schools and colleges [9]. However, there are still many schools that do not have adequate library facilities or do not use libraries as a means to improve the quality of learning. Therefore, a more integrated strategy is needed to improve the quality of library literacy and its role in education [10].

The importance of this study, regarding the existence of library literacy in Indonesia in the millennial era, is very important to understand the role of libraries in supporting the achievement of quality education goals, by SDG 4 [11]. Quality education depends not only on the quality of teaching in the classroom but also on equal access to information resources that can enrich learning and self-development. Good information literacy will equip individuals with the ability to access and utilize information for a variety of purposes, including career development, innovation, and improving the quality of life [12].

The importance of this study also lies in efforts to identify and formulate strategies that can improve the quality of library literacy in Indonesia [13]. One of the important steps that needs to be taken is to utilize technology to expand access to information. Library digitization can be a solution to overcome existing physical and geographical limitations, as well as provide wider access to people in remote areas [14].

In addition, this study is expected to provide a deeper understanding of the importance of collaboration between the government, educational institutions, and the community in creating a better literacy ecosystem [15]. The government has an important role in providing

policies that support the development of libraries and information literacy, while educational institutions need to integrate the use of libraries into the learning process. Thus, the right strategies can be identified to improve the quality of education through library literacy, which ultimately contributes to the achievement of the SDGs goals [16].

By improving library literacy, we not only improve the quality of education, but also create a more informed, critical, and creative society. Good information literacy will allow individuals to sift through information wisely, address problems with knowledge-based solutions, and actively participate in social and economic development. Therefore, this study is very relevant in the context of planning more inclusive and sustainable education policies, as well as in optimizing the potential of libraries to support the achievement of sustainable development goals.



Figure 1. Modern Libraries in Indonesia

The first image shows modern libraries in Indonesia with millennial students utilizing physical books and digital devices.

LITERATURE REVIEW

Library literacy as an important element in the education system has been widely discussed in various studies, focusing on its role in supporting quality education and skill development in the 21st century. According to UNESCO, information literacy includes an individual's ability to access, analyze, and utilize information effectively, which is a key competency in an ever-changing world. In Indonesia, library literacy is considered one of the main means of improving the quality of education, but it still faces major challenges related to access and utilization of library resources [17].

Several studies show that the inequality of library infrastructure between cities and villages is one of the main factors that hinder the equitable distribution of information literacy in Indonesia. In remote areas, libraries are still underdeveloped and difficult to access by the public, while in urban areas, although the facilities are better, the use of libraries as a learning resource is not optimal. In addition, the low reading culture is also a significant barrier, even though digital technology is growing [18].

In a global context, the study by Lankes emphasizes that libraries must transform into digital information centres that can access global resources, thus supporting the achievement of SDG 4 which wants quality and inclusive education. The integration of technology in libraries is expected to bridge the gap in access to information and improve the quality of learning at various levels of society.

Other literature also shows that strong information literacy education can equip individuals with the critical skills necessary to compete in a digital and global world. Therefore, it is important to develop strategies that can improve library literacy in Indonesia, so that it can support the goals of the SDGs and promote inclusive and quality education.

Table 1. Literature Review

Writer	Topic	Key findings	Relevance to the study
UNESCO (2011)	Information literacy	Information literacy includes the ability to access, analyze, and utilize information for effective decision-making.	Emphasizing the importance of information literacy in quality education is relevant to SDG 4 which targets inclusive and quality education.
Sumarmi (2016)	The role of libraries in Indonesia	Libraries in Indonesia function as a means of increasing literacy, but are limited by infrastructure and uneven distribution of resources.	Highlight the challenges of library accessibility in Indonesia, especially in remote areas, which hinder educational equity.
Joseph (2019)	Library infrastructure inequality	Inequality of access between urban and rural areas causes large differences in information literacy levels.	Providing evidence that the gap in library infrastructure hinders the spread of information literacy evenly in Indonesia.
Hasyim (2017)	Reading culture and library utilization	The low reading culture and the lack of use of libraries as a source of learning are the main problems.	Emphasizing the need for cultural change and library utilization, as well as the use of technology in increasing literacy.
Lankes (2016)	Digital library transformation	Libraries must transform into digital information centres to reach a wider audience, especially in a global context.	Illustrate the importance of digital transformation in libraries to support SDG 4 goals and improve access to information worldwide.
Tsai (2018)	21st-century information literacy	Information literacy is important for developing critical thinking, analysis, and problem-solving skills.	Discusses important 21st-century skills, which can be developed through effective library and information literacy.

The table above summarizes some of the research relevant to the theme of library literacy in Indonesia and its role in improving the quality of education and supporting the achievement of the SDGs. Each study provides a different perspective on the challenges, the importance of access to information, and the role of technology in supporting library transformation.

METHODOLOGY

This study uses a qualitative approach to delve deeper into the existence of library literacy in Indonesia in the millennial era, as well as strategies that can be applied to improve the quality of education and support the Sustainable Development Goals (SDGs), especially SDG 4 on inclusive and quality education [19]. The qualitative approach was chosen because the focus of this research is to understand the phenomenon in depth, explore individual perspectives, and identify patterns and findings related to library literacy that cannot be achieved by quantitative methods [20].

Research Design. The design of this study is a case study with a descriptive method. Researchers will collect data through literature studies and in-depth interviews. This study aims to describe the real conditions of library literacy in Indonesia as well as the challenges faced in improving the quality of education through the use of libraries [21].

Data Source. Primary Data: Collected through in-depth interviews with various relevant stakeholders, such as librarians, teachers, library managers, and policymakers in the education sector. The interviews were conducted in a semi-structured format, where the researcher used a guide to questions, but still provided space for respondents to speak more freely [22]. Secondary Data: Using documents related to library literacy, government reports,

journal articles, and publications from international institutions such as UNESCO and the World Bank that discuss library literacy and education [23].

Data Collection Procedures. Literature Studies: Researchers will review various relevant literature on library literacy, the role of technology in education, and education policy in Indonesia. This literature will provide the context of the theory and concepts underlying the analysis [24]. In-depth Interviews: Interviews with respondents were conducted to obtain more in-depth information about the challenges and opportunities that exist in the implementation of library literacy in Indonesia, as well as strategies that can be applied to improve the quality of education [25].

Data Analysis Techniques. The data collected from the interviews will be analyzed using thematic analysis, which is to identify and group the main themes that emerge from the data [26]. This process will be carried out to explore a deeper understanding of the factors that affect library literacy and its impact on education [27].

Data Validity. To ensure the reliability and validity of the data, the researcher will triangulate by comparing the results of the interviews with the data in the literature study [28]. In addition, the researcher will conduct member checking, which is to ask for confirmation from the respondents to ensure that the resulting interpretation is to their views [29].

Table 2. Research Methods

Aspects	Description
Research Approach	Qualitative
Research Design	Case Study with Descriptive Method
Research Objectives	Exploring the existence of library literacy in Indonesia and strategies to improve the quality of education to support SDG 4 (Quality Education).
Data Source	Primary Data: In-depth interviews with librarians, teachers, library managers, and education policymakers. Secondary Data: Literature studies in the form of journals, government reports, and international publications.
Data Collection Methods	Literature Studies: Review documents, scientific articles, and policy reports related to library literacy and education. In-Depth Interviews: Semi-structured interviews with relevant stakeholders (librarians, teachers, and policymakers).
Research Location	Big cities (Jakarta, Surabaya, Yogyakarta) and remote areas (Papua, NTT, Kalimantan).
Respondent / Informant	Librarian Teacher Library Manager Education Policy Maker (Education Office, Ministry of Education)
Data Analysis Techniques	Thematic Analysis: Identifies and groups key themes from interview data and literature.
Data Validity	Triangulation: Comparing data from interviews and literature studies to confirm the consistency of the findings. Member Checking: Confirm the results of interviews with respondents to ensure that the data obtained is valid and accurate.
Research Ethics	Voluntary consent from all interview participants (informed consent). Ensuring the confidentiality of respondents' data.

This table summarizes all aspects of the qualitative research methods used in this study, from the objectives, design, data sources, data collection, and analysis techniques, to the steps to ensure the validity and reliability of the findings.

RESULTS AND DISCUSSION

Libraries have an important role in building a literate and knowledgeable society. In Indonesia, libraries are not only a place to store books, but also a center for information and learning. With the development of the millennial era, the challenges for libraries are more complex because this generation has very different characteristics from previous generations: they are more digital-savvy, need quick information, and prioritize accessibility.

On the other hand, the Sustainable Development Goals (SDGs), especially point 4 (*Quality Education*), call for access to inclusive, equitable, and quality education for all. Libraries as literacy institutions have great potential to support the achievement of this goal. This article will discuss the existence of libraries in Indonesia in the millennial era, the challenges faced, strategies that can be carried out, and their impact on sustainable development.

The Existence of Libraries in Indonesia

Indonesia has more than 164,000 libraries, making it one of the countries with the largest number of libraries in the world. However, its existence has not been fully effective in increasing literacy. According to data, only 36% of Indonesians access libraries regularly. This shows the existence of structural, geographical, and social constraints [30].

The distribution of libraries is uneven, with a high concentration in big cities such as Jakarta, Surabaya, and Bandung. Meanwhile, in remote areas such as Papua and Maluku, libraries are still very minimal. This gap creates a disparity in access to literacy, which ultimately increases social and educational disparities [31].

Literacy in the Millennial Era

The millennial generation has a different mindset compared to the previous generation. They are more digitally connected, seek information through social media, and tend to read physical books less. This change affects the existence of traditional libraries that are considered less relevant to them [32].

However, the millennial generation also has great potential to be involved in the literacy movement if libraries can adapt to their needs. Here are the characteristics of literacy in the millennial era [33]:

1. Information Digitization: Access to digital books, e-learning, and electronic journals.
2. Interactive and Collaborative: Community-based literacy programs such as discussions, workshops, and content creation.
3. Visual and Audio: Formats such as educational videos, podcasts, and infographics are in more demand.

Library Challenges in the Millennial Era

There are several main challenges faced by libraries in the millennial era, namely [34]–[36]:

1. Infrastructure Inequality: Not all libraries have technological facilities such as computers or internet access.
2. Lack of Budget: Many libraries do not receive adequate funding to update their book collections or facilities.

3. Lack of Interest in Reading: The level of interest in reading in Indonesia is still low, at 3.68 on a scale of 0–10 according to a UNESCO survey.
4. Competition with Digital Platforms: Millennials prefer digital platforms such as Wikipedia, YouTube, or Google to search for information.

Strategies to Increase Library Existence

To remain relevant, libraries must transform into modern literacy centres. Some strategies that can be done include:

1. Library Digitalization

Digitalization is the main key to reaching the millennial generation. Some steps can be taken [\[37\]](#):

- a. Creating digital library applications such as *iPusnas* that allow access to electronic books.
- b. Utilizing *cloud* technology to integrate collections from various libraries throughout Indonesia.
- c. Provide online courses and webinars that are relevant to the needs of users.

2. Technological Facility Improvement

Physical libraries need to be equipped with modern technological facilities, such as computers, free Wi-Fi, and interactive devices. This facility will attract millennials to visit and use the library [\[38\]](#).

3. Spread of Libraries to Remote Areas

Governments and non-governmental organizations need to work together to build libraries in remote areas. One solution is to use a mobile library that can reach people in rural areas [\[39\]](#).

4. Inclusive Literacy Program

Libraries can hold literacy programs that involve the community directly, such as [\[40\]](#):

- a. Creative writing, programming, or graphic design workshops.
- b. Literacy campaign to increase reading interest among young people.
- c. The SDG-themed event is to educate the public about the importance of sustainable development.

Library Contribution to the SDGs

Libraries have a big role in supporting the achievement of the SDGs. Here are some key points:

1. SDG 4 (Quality Education): By providing access to information, libraries can improve the quality of education.
2. SDG 5 (Gender Equality): Inclusive libraries can be a place for women's empowerment through training and literacy.
3. SDG 10 (Reducing Inequality): Digital libraries can bridge the literacy access gap between urban and rural areas.
4. SDG 13 (Climate Action): Libraries can be a hub for education on environmental issues.

Case Study: The Success of Digital Libraries

Applications such as iPusnas have succeeded in increasing public access to literacy. To date, millions of users have downloaded the app, and thousands of books are available for free. This model can be applied in other areas by strengthening internet infrastructure.

The existence of libraries in Indonesia in the millennial era faces various challenges, ranging from uneven distribution to low interest in reading. However, with the right strategy, libraries can become relevant and innovative literacy centres.

Digital transformation, improving technology facilities, and developing community-based literacy programs are some of the steps that can be taken. With this role, libraries not only support the quality of education but also contribute to the achievement of the sustainable development goals (SDGs).

Through cooperation between the government, the community, and the private sector, libraries can become an important pillar in building a literate, inclusive, and sustainable Indonesia.



Figure 2. Futuristic Library

The second image depicts a futuristic library that blends advanced technology, elements of sustainability, and traditional Indonesian design.

CONCLUSION

Libraries in Indonesia have a vital role in supporting literacy and education, especially in the millennial era which is marked by the rapid development of digital technology. As part of efforts to support the Sustainable Development Goals (SDGs), especially in terms of quality education (SDG 4), libraries must transform from traditional institutions to inclusive technology-based knowledge centres. However, the existence of libraries in Indonesia still faces significant challenges, such as unequal access between urban and rural areas, lack of digital infrastructure, and low levels of public interest in reading. In addition, millennials tend to prefer digital platforms to get information, so libraries must be able to offer relevant and interesting experiences. On the other hand, libraries have great potential to reduce literacy and education gaps. With the right strategies, such as digitalization, improving technology facilities, and developing community-based literacy programs, libraries can be an effective instrument in supporting equitable access to education and literacy throughout Indonesia. In addition, libraries can play an active role in increasing public awareness of sustainable development issues through collections and educational programs related to the SDGs. Recommendation. 1). Digitalization and Technological Innovation: Libraries must develop easily accessible digital platforms, such as online library applications, as well as equip physical libraries with modern facilities such as computers, free Wi-Fi, and interactive technology. 2). Library Development in Remote

Areas: Governments and private institutions need to collaborate to establish physical and digital libraries in remote areas with attention to the sustainability of infrastructure and human resources. 3). Inclusive and Relevant Literacy Programs: Libraries need to hold literacy programs that appeal to millennials, such as community discussions, skills training, and social media-based literacy campaigns. 4). Raising Awareness about the SDGs: Libraries can serve as educational centres to increase public understanding of the sustainable development goals by providing special materials and programs related to the SDGs. Through these steps, Indonesian libraries can be a key catalyst in improving the quality of education and literacy, while effectively supporting the achievement of the SDGs.

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Author Contribution

All authors contribute equally to the publication of this paper, all authors read and agree to this paper, and all authors declare no conflict of interest.

Conflicts of Interest

All authors declare no conflict of interest.

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