



Digital Application Administration In Strengthening Student Literacy Through Management Review At State Middle School 35, Bandung City

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ABSTRACT

This study aims to analyze the effectiveness of digital library management in supporting the strengthening of student literacy at SMP Negeri 35 Bandung. The research background is based on the low level of student literacy despite the school's adoption of a digital library, indicating a gap between national literacy policies and management implementation at the institutional level. The research method uses a descriptive qualitative approach with data collection through in-depth interviews, participatory observation, and document studies. The results show that digital library management has not fully implemented POAC (Planning, Organizing, Actuating, and Controlling) functions systematically and integrated. As a result, the utilization of digital libraries by students is not optimal, and its impact on improving student literacy remains limited. It is concluded that strengthening student literacy requires strategic, collaborative, and sustainable management approaches, not merely the provision of digital infrastructure

Keywords: *digital library management, student literacy, educational administration, POAC, junior high school*

INTRODUCTION

Through the National Literacy Movement (GLN) and the School Literacy Movement (GLS), the government emphasizes the importance of strengthening students' literacy culture, not just limited to reading and writing skills but also encompassing information literacy, digital literacy, and critical literacy relevant to the demands of the 21st century (Ministry of Education and Culture, 2017; Ministry of Education, Culture, Research, and Technology, 2022). This policy is reinforced by various regulations, including Law Number 43 of 2007 concerning Libraries, which emphasizes that school libraries function as a vehicle for education, research, preservation, information, and recreation, and must be managed professionally. Furthermore, the National Standards for School Libraries mandate information technology-based library management to support the learning process and improve student literacy (National Library of the Republic of Indonesia, 2017). Within the context of the Independent Curriculum, libraries, including digital libraries, are positioned as learning ecosystems that support independent learning, the development of Pancasila student profiles, and the strengthening of students' critical and reflective reasoning skills (Ministry of Education, Culture, Research, and Technology, 2022).

Initial research at SMP Negeri 35 Bandung City indicates that despite the availability of a digital library, students' literacy skills are still suboptimal. Use of the digital library tends to be limited, visits to and access to digital collections remain low, and students' independence in using the library as a learning resource has not yet developed sufficiently. These initial findings reinforce the hypothesis that student literacy issues are not solely related to the availability of facilities but are also significantly influenced by how digital libraries are administered and managed within schools. Several studies have shown a gap between policies and ideal concepts for digital library management and empirical practices in schools. Several studies have revealed that the existence of digital libraries has not been fully accompanied by systematic management, the availability of competent human resources, and the integration of library services with classroom learning activities (Suryani & Rahmawati, 2020; Lestari, 2021). Other research indicates that low student literacy is often not caused by limited facilities, but rather by weak library management, minimal literacy support, and the lack of student independence in utilizing digital learning resources productively (OECD, 2019; Pratiwi, 2022). This gap indicates the existence of managerial and cultural root problems. From a managerial perspective, digital libraries are often managed solely administratively without strategic planning based on student needs and the school's literacy vision. From a cultural perspective, literacy culture has not been fully internalized in students' learning lives, so that the use of libraries, including digital libraries, has not become an independent and sustainable learning habit. This condition is exacerbated by the dominant use of digital technology for

entertainment and social media, which does not always support the development of students' academic literacy. Strategic recommendations in efforts to improve student literacy in schools, especially at SMP Negeri 35, Bandung City. The formulation of the problem in this study was designed to systematically describe the aspects that underlie, shape, and result from digital library management in relation to student literacy skills. The research problem was formulated based on the gap between the ideal conditions of digital library management as a center of school literacy and empirical practices that occur in the field. Conceptually, the framework of this study was structured based on George R. Terry's management theory as a grand theory, which views management as a systematic process that includes planning, organizing, implementing, and monitoring. This framework of thinking is enriched with a systems approach (input–process–output–outcome) in educational administration, which allows the problem of digital library management to be understood as a whole as a unit that is interconnected and influenced by the environmental context.

Based on this, this study focuses on digital library management to improve student literacy skills at SMP Negeri 35, Bandung City. This study covers aspects of planning, organizing, implementing, and supervising digital library management implemented at the school. Furthermore, this study describes the state of student literacy skills as a result of the implementation of digital library management. This research also identifies supporting and inhibiting factors that influence digital library management in improving student literacy skills at SMP Negeri 35, Bandung City.

Libraries should be places that foster a culture of literacy within the educational environment. An optimal design system is also supported by research (Kristanti et al., 2025), which states that education-based library revitalization integrated with easy access can improve the quality of learning and support this culture. Beyond collection availability, school libraries in Indonesia have seen improvements over the past five years, evidenced by the use of digital technology in literacy activities and collection management (Patriani et al., 2025). Furthermore, the implementation of this digital library leads to the perceived impact and it is explained that activities that are collaborated with digital technology increase students' interests and cognitive abilities (Elendiana, 2020). Therefore, the research entitled "Digital Application Administration in Strengthening Student Literacy Through Management Review at SMP Negeri 35 Bandung City" has strong, actual, and meaningful relevance to answer the challenges of education in the digital era. Practically, the results of the study are expected to provide an empirical picture of digital library management practices and become the basis for formulating future research.

METHODOLOGY

This research uses a qualitative approach using descriptive-analytical methods. This qualitative approach was chosen because the research problem involves managerial processes, the dynamics of interactions between stakeholders within schools, and a deep understanding of digital library administration phenomena that are difficult to measure numerically. In the context of Educational Administration, this qualitative approach is relevant for uncovering the "black box" of management, namely how the POAC (Planning, Organizing, Actuating, Controlling) functions are implemented from macro policies to actions at the school level.

In accordance with the perspective of Bogdan and Taylor (in Moleong, 2017), this study aims to generate descriptive data in the form of written or spoken words from individuals and observed behaviors, with the aim of understanding the meaning contained in digital library governance at SMP Negeri 35, Bandung City. The descriptive method is used to systematically, factually, and accurately describe the facts and relationships between the phenomena under study. The researcher does not intervene or manipulate variables, but rather observes the natural conditions (natural settings) of digital library management as they exist.

Using the descriptive method, the researcher attempts to describe the phenomena occurring at SMP Negeri 35, Bandung City holistically and in-depth (thick description). Researchers describe the empirical reality of how POAC management functions operate within the digital library ecosystem, as well as their impact on student literacy behavior. In accordance with the naturalistic paradigm, researchers believe that the reality on the ground is complex and constructive, so it can only be understood through descriptive data analysis in the form of words, actions, and documents, not just numbers.

Data Collection Process



RESULT AND DISCUSSION

This discussion interprets research findings regarding digital application administration in strengthening student literacy at SMP Negeri 35, Bandung City, by referring to the conceptual framework of educational management, specifically the POAC (Planning, Organizing, Actuating, and Controlling) management function, as well as national literacy policies as outlined in Chapters I through V. Thus, the discussion not only explains what occurs in the field, but also why and how these conditions are formed within the school's managerial and cultural context.

1. Digital Library Planning and Literacy Orientation

The research results indicate that digital library planning at SMP Negeri 35, Bandung City, is not fully based on an analysis of student literacy needs and a measurable school literacy vision. Planning is more operational-administrative, such as the procurement of digital applications and collections, without the formulation of medium- and long-term literacy goals integrated with the curriculum and classroom learning. This situation aligns with the findings in Chapter IV, which indicate that digital libraries have not been positioned as a strategic instrument in school literacy improvement policies, but rather as complementary learning facilities.

Theoretically, George R. Terry asserts that planning is the initial function that determines the direction of subsequent management functions. Weak strategic planning results in a lack of synchronization between school literacy programs and digital library utilization. This finding corroborates previous research, which states that the presence of library technology does not automatically improve literacy if it is not supported by clear, contextual planning oriented toward student literacy outcomes (Patriani et al., 2025; Kristanti et al., 2025).

2. Organization and Resource Capacity

Regarding organization, the study found that the digital library management structure still relies on specific individuals, without a systematic and collaborative division of roles. Responsibilities for managing digital applications have not been clearly distributed among the principal, librarian, subject teachers, and homeroom teachers. As a result, the digital library operates more as a technical unit, rather than as an integral part of the school's learning and literacy ecosystem.

These findings demonstrate a gap between the ideal concept of organization in educational administration and empirical practice in schools. From a systems perspective (input–process–output), weak organization is a hindering factor at the process stage, resulting in the output of improved student literacy not being optimally achieved. This situation reinforces the OECD's (2019) argument that student literacy is strongly influenced by institutional capacity and the quality of governance, not solely by the availability of digital learning resources.

3. Implementation (Actuation) and Integration with Learning

At the implementation stage, student use of digital libraries remains limited and has not yet become a sustainable learning habit. Activation of digital applications tends to be incidental, dependent on the initiative of specific teachers, and has not been consistently integrated into the learning process. This finding indicates that the actuation function has not yet been implemented as an effort to mobilize all school resources toward the same literacy goal.

When linked to Chapters I and II, this condition reflects the lack of internalization of digital literacy culture in students' academic lives. However, in the context of the Independent Curriculum, digital libraries should function as independent learning spaces that encourage critical reasoning, reflection, and information literacy. The disconnect between digital libraries and pedagogical practices in the classroom means that students do not view libraries as a learning necessity, but rather as merely an additional facility.

4. Monitoring and Evaluation of Literacy Impact

The monitoring aspect is a crucial finding in this study. Monitoring of digital libraries still focuses on administrative aspects, such as access frequency and collection completeness, without addressing the impact evaluation on student literacy skills. The absence of clear literacy indicators in the evaluation system makes it difficult for schools to measure the effectiveness of digital libraries as an instrument for improving the quality of learning.

From an educational management perspective, monitoring should function as a feedback mechanism for continuous improvement. The weak controlling function results in the POAC cycle not running fully, resulting in various weaknesses in the planning, organization, and implementation stages not being systematically identified. This finding confirms that literacy as an educational outcome requires an evaluation system oriented towards changes in student learning behavior, not just the availability of facilities.

5. Managerial Implications for Strengthening Student Literacy

Overall, the research results indicate that the administration of digital applications in strengthening student literacy at SMP Negeri 35 Bandung City has not been optimal because POAC management functions have not been consistently and sustainably integrated. This finding strengthens the argument that digital transformation in education cannot be separated from the quality of school management and leadership.

Thus, digital libraries need to be conceptually reconstructed as strategic pedagogical and managerial instruments. Strengthening student literacy will only be achieved if needs-based planning, collaborative organization, integrated

implementation with learning, and impact-based monitoring are implemented simultaneously. This discussion also emphasizes the relevance of the research, as formulated in Chapter V, that improving student literacy is a systemic process that requires synergy between policy, management, and the learning culture in schools.

CONCLUSION

This study concludes that digital library management at SMP Negeri 35 Bandung City has made an initial contribution to strengthening student literacy, but has not yet reached an optimal level. Empirical findings indicate that the management functions of planning, organizing, implementing, and monitoring have not been fully and sustainably integrated. Partial management, with operational planning, reliance on individual initiative, implementation that is not closely tied to the learning process, and supervision that does not measure the impact on literacy, have resulted in the digital library not having a significant and equitable impact on improving student literacy skills. These findings confirm that literacy as an educational outcome depends not only on the availability of technology but is also strongly influenced by the quality of consistent management, policies, and managerial practices. Therefore, digital libraries need to be positioned as strategic pedagogical and managerial instruments, not simply technological innovations.

Based on these conclusions, this study offers several recommendations. First, for the development of philosophical studies, it is hoped that this research can serve as a reference for further, more in-depth studies by broadening the perspectives of philosophical figures or schools. Second, for future researchers, it is recommended to examine similar themes with an interdisciplinary approach to more concretely connect philosophical studies with social, educational, or cultural phenomena. Third, for readers and academics, the results of this research are expected to raise awareness of the importance of philosophical thinking in responding to various life problems critically and wisely.

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