

**LIBRARY AS ASPECT OF SUPPORTING LITERATURE LEARNING  
Character Education of the Indonesian Nation in the Era of the Industrial Revolution  
4.0 In The Perspective of Socio Educational**

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**ABSTRACT**

The research aims to describe the role of the school library as a major supporter of literary learning in character formation. The object of research is focused on the role of libraries in supporting literary learning. The scope of research focuses the role of libraries in supporting character education. The essence of the library as a component of the education system supports learning with information services. Analyzing required critical thinking realistically apply the conceptual using the historical approach. Primary information sources are considered primary data. Collecting data utilizing library research, reading various literature subjected to the role of libraries, learning literature to form characters. Qualitative descriptive analysis by analyzing various collections of theoretical, research and non-research libraries. Valid analysis uses content analysis, to analyze the meaning of the role of library concepts, literary learning, character building, through the empowerment of library services and the application of literary learning activities. Observation is used to support the construction of theory. All successes in literary education in the formation of character in industrial times 4.0, the essence always depends on the role of the library.

**Keywords:** Literary Learning; Character Education: The Role of School Libraries

**INTRODUCTION**

Social reality still shows that the Indonesian state is always beset and crushed by many national problems, which have never ended until today and are very complicated to handle, namely the occurrence of moral degradation or crises of character which are very sharp and pathetic. As for the moral degradation that occurs, it can be observed through various existing indicators namely; (1). Very weak discipline. (2). Increasing violence. (3). Frequent mass brawls occur. (4). High rates of crime. (5). The rise of drug use, alcohol and free sex. (6). High level of gambling. (7). Guidelines for morality are increasingly blurred. (8). The erosion of respect for parents and teachers. (9). The height of deviant behavior. (10). Dishonesty is increasingly rampant and entrenched. (11). High levels of hatred and mutual suspicion between people. (12). There is a lot of hate speech. (13). There is a sharp social gap. (14). Difficult to eradicate corruption. (15). High officials commit corruption. (16). High levels of corruption in congregation. (17). High embezzlement of subsidy funds. (18). Frequent political events occur sharply. (19). The rise of illegal levies in government institutions. (20). Weak to Indonesia. (20). Weak to Bhinivitas and others. According to Bakhtiyar (2018: 23),[1], in the future Indonesian national development must not only rely on the quality of human resources, but these human resources must also have morality, mentality and good character. Social facts provide evidence that many have high quality human resources, apparently does not guarantee development is successful and good, because it certainly has gathered high-caliber intellectual corruptors. Evidently they were arrested, apparently intellectuals with the title S1, S2, and S3 graduates. Essentially national development besides requiring quality human resources, more importantly and most importantly is humanity with mentality, morality, character and high integrity, so that national development goals can be realized without eliminating the morality identity and national character.

Mental revolution as a concept is the right answer, which can be implemented, applied and operationalized clearly in the nation and state. The results can be felt by promoting the principle of equitable distribution in all levels of society (Bakhtiyar, 2018: 26-27),[2]. Urgen was once a revolution to be realized primarily through the educational aspect. In reality, language and literature education has several advantages when compared to other subjects as a medium for character education for students. The literary cross is very potential as an activator in social change, especially in changing the character of the nation. A variety of literary works are able to fill in the delivery of messages of morality, values and norms of morality for students, both implied and explicit. Public appreciation of various kinds of folklore, drama, poetry, novels and short stories, in fact can bring influence and be able to shape the character of students. The meaning of literary lessons has played a major role in carrying out the socialization and internalization of national morality and character. In order to be able to appear very attractive to students in character education, packaging is needed which is realized in literary learning practicum programs, performance programs and storytelling programs. These programs can be implemented optimally, if supported by the quality of the existence and role of school libraries. The quality of the existence of school libraries must be given appreciation so that they can play an optimal role in the learning process. Learning in its implementation is not only carried out in the classroom, but can be done in the library. Meaning literally there has been the empowerment of library information services by students, in order to support the teaching and learning process especially the nation's character education through literary learning.

The advancement of education in industry 4.0, related to the advancement of communication information technology (ICT), so as to be ready or not ready for education in Indonesia, must have the ability to adapt to these advancements (Bakhtiyar, 2019; 36-39),[3]. The existence of libraries becomes very urgent as the frontline to carry out the screening, collection, management, dissemination of information. Educational stagnation can occur if without the support of the quality of library information services. Essentially the existence of a library is an integral part that cannot be separated from the learning process. This means that the quality of education is largely determined by the existence of a quality library (Bakhtiyar, 2017; 74-79),[4].

Based on the above explanation, this research intends to review, study and describe the role of libraries as the main supporters of literary lessons to realize the character of the nation. Research studies are very interesting and invite experts to discuss them, because various disciplines can be used to dissect them. Therefore this study limits the scope of the study using a socio educational perspective.

## LITERATURE REVIEW

Research that has discussed and studied the role of libraries in supporting literary learning for character education is arguably quite numerous. The research and studies include; The first study by Mohammad Kanzunnudin (2012: 195-203),[5], aimed to find out about the role of literature in character education. The conclusions of the study include; (1). Literature has an important role in the character education of students, especially the development of language, cognition, personality and social development. (2). Literary learning can be empowered receptively and expressively in character education. (3). The themes in literature can be a medium to recognize and understand the quality of personal character levels. (4). Various stories of characters in literary works can be used as role models in character education. The second research by Marzuki (2012: 135-143),[6], aims to obtain a model of character building for students by focusing on religious education, where research is conducted in several Yogyakarta Special Region Middle Schools. Research type R & D (research and development) with data collection techniques using observation, interviews, FGDs and documentation. The data analysis using the induction analysis and research results in the character development model has been developed, it turns out that not all of them are applied by the school institution which is the object of research. In this research, it turns out that the results of the character building model are comprehensive and can be applied to all junior high schools in the Yogyakarta area and in all places outside of Yogyakarta.

The three writings of Tindaon, Yosi Abdian (2012),[7], have reviewed the role of literary learning as a form of implementation of character education. The results of the study include; (1). Attention to all teaching and learning materials in schools must balance and always contribute, without marginalizing literary learning. (2). Literature should be taught early on to students. (3). Literature learning is important to be promoted, as an effort to implement character education. The Fourth Research by Dewi Floren Gusmawati (2016: 4-57),[8], which aims to examine the relationship between the level of library utilization towards the level of literary appreciation of grade XI students in Kulon Progo Regency High Schools. The research approach is *Expost Facto*, data collection through a questionnaire method, documentation and quantitative data analysis with the product moment hypothesis test. The results showed that there was a relationship between the level of library utilization and the level of literary appreciation.

## METHODE

### A. Research Object

This research is focused on the overlapping of detailed studies of content (Bakhtiyar, 2019:154),[9], the role of libraries in supporting literary education in shaping students' character. Character education is not easy to achieve, because it requires a long time and process in education. Therefore it is very much needed a modern library according to the industrial revolution era 4.0, which functions very dominantly as a center of learning resources and information for students.

### B. Research Scope

Research includes in-depth studies by focusing the discussion (Bakhtiyar, 2018: 67),[10], about the role of libraries in the era of the industrial revolution 4.0, especially the role of libraries supporting sastra learning which is very important in shaping the character of students. Modern library information services in their implementation of various performance activities, are highly demanded and have a great responsibility in supporting the realization of the quality of learning. Therefore the library really needs the application of role management, so that it is capable of pedaling the success of performing role performance according to the era of the industrial revolution 4.0.

### C. Conceptualization

The essence of the role of libraries is a very important component in the education system to support literary learning in order to realize student character. Social reality strongly shows that the active role of libraries in supporting literary learning in the industrial revolution era 4 is not as easy as reversing two palms, but must go through a long way and process. The end is the realization of good and high literacy literacy, which is then followed by maturity and maturity of a strong, strong and good mentality, so that students have morality and character in accordance with the expectations of the community and the goals of national education development.

### D. Approach

For the sake of analyzing research, critical thinking is needed that must be suitable and realistic in applying a conceptual in the time after and as it is happening, in this research it is appropriate to use the historical approach. (Bakhtiyar, 2019: 14),[11]. The Historical Approach is an investigation with a dominant characteristic that is very critical in the progress and development of a thought. Primary information sources are very important components to be used, because they are considered and used as primary data (Bakhtiyar, 2018:78),[12].

### E. Data Collection Method

The method of collecting data in the historical approach is by utilizing library research, namely reading various literatures on the basis of subject matter (Bakhtiyar, 2019:154),[13], the role of libraries in supporting literary learning to shape the character of students, through the use of quality library information services modern in the industrial revolution era 4.0

### F. Research Analysis

The analysis was carried out in a qualitative descriptive manner based on sources of analysis derived from various collections of theoretical, research and non-research readings. (Bakhtiyar, 2018:67),[14]. In order to achieve a valid analytical power, it is necessary to use content analysis, which is useful in analyzing the meaning of the concept (Bakhtiyar, 2019: 14),[15], the role of

libraries, supporting literary learning for the formation of student characters, through the empowerment of library information services and the application to the implementation of literary learning activities in schools. Observation is used to complement and support the construction of theory (Bakhtiyar, 2018: 78),[16], especially regarding the meaning of the role of libraries, literary learning, shape the character of students, through modern library services. All the successes of literary learning in shaping the character of learners, on the gate really depend on the role of the library according to the demands of development in the industrial era 4.0.

## RESULT AND DISCUSSION

### A. Definition of Character

The term character originates in the Greek *charassein*, meaning to engrave (drawing), as well as a drawing on paper. Based on this meaning, the next character has understanding is a sign or characteristic. Therefore, it then gives rise to an assumption that character is an individual nature of behavior which refers to the condition of one's morality. After going through childhood, a person has a character, it can be predicted that the character possessed by a human individual is very closely related to the behavior patterns found around him (Kevin Ryan, 1999: 5),[17]. Character can be interpreted as the nature of the soul, character, character or character which is a person's characteristics and can distinguish between one person with another. (Language Center of the Ministry of National Education, 2008: 682),[18]. A person can be said to have character if the person is of character, has personality, is virtuous and has good character. Meaning like this has a fundamental meaning that designates a character that is very identical to one's morals. Personality is actually a characteristic or something unique to each individual human being, where the personality is formed from the social environment and innate from birth (Albertus Doni Koesoema, 2007: 80),[19].

Character is a moral character of someone who has manifested in behaving and behaving as a product of the internalization process for a very long time, where various policies and virtues have been believed and used as a basis for thinking, perspective, attitude and behavior. In general, the character has its own characteristics, so it can describe the identification of a national characteristic. In the Decree of the Minister of National Education (2010),[20], stressed that character education is a planned effort with the aim that students understand, understand, recognize and have concern and internalize social values and norms, which ultimately students are capable of being able to behave and behave as our insanul.

### B. Character building

Speaking of character is certainly inseparable from the world of education, because it is through education that character socialization and internalization can be carried out formally. Williams & Schnaps (1999),[21], gives an understanding of character education as;

*"Any deliberate approach by which school personnel, often in conjunction with parents and community members, help children and youth become caring, principled and responsible". (Character education is a variety of efforts undertaken by school personnel, even carried out jointly with parents and community members, to help children and adolescents to become or have a caring, opinionated, and responsible nature)*

While Albertus Doni Koesoema (2010: 5),[22], states that character education gives freedom to individuals to carry out noble values, both those worth fighting for so that they are used as guide lines in acting in their individual lives, interacting with themselves, other people and to God.

Character education can be concluded as a process of activities carried out through all power and effort with awareness and planned to provide direction to all students. The effort was made to be able to improve the quality of education and develop noble character, which always educates, teaches, provides guidance and guidance so that it has high self-potential in order to obtain highly qualified character, intellectual and expertise competencies. The character values are very urgent to be lived in and manifested in daily life, including; discipline, intelligence, wisdom, responsibility, honesty,

respect and politeness, independence, honesty, generosity, self-confidence, working hard, being helpful, helping, cooperating, creativity, democratic, tolerance, empathy, social solidarity, nationalism, religious, *andap asor, tanggon, trengginas dan trapsilo*.

### C. The Purpose and Function of Character Education

In the opinion of Lickona (1992: 21-22),[23], there are seven rationalizations regarding character education to be conveyed, taught to students: (1). As the best way to ensure students have a positive character in their lives. (2). As a way to improve learning achievement. (3). Some students cannot realize a positive character for themselves at other locations. (4). Realizing students to behave respectfully towards others and be able to coexist in diversity. (5). Focusing on the root of the problem is closely related to moral-social problems, between immodesty, dishonesty, violence, sexual violations, as well as the ethos of learning and work ethic is very low. (6). As the best preparation for dealing with behavior patterns at work. (7). Socializing and internalizing cultural values and norms as part of work for civilization.

Education does not merely have a function as a medium in the development and enhancement of abilities, but must also be able to function in shaping the character, personality and morality and national civilization with high dignity. Therefore character education cannot be separated and left as a function of education, because that function is very attached to the existence of national education to realize the nation's character. Character education as an embodiment of the results of the implementation of the education function, so that character education is the responsibility of all parties involved in educational institutions. Integrating character education into all school institutions is very urgent and is an important strategy in helping students who are always related to conflict, building so that students are always ready to be alert to the educational environment, and the community to reinvest and actively participate as citizens.

In the Decree of the Minister of National Education (2010),[24]. The purpose of character education for the Indonesian nation is the development of values and norms to realize the nation's character, namely the values contained in Pancasila consisting of: (1). Development of the potential of students so that they become whole and good human beings. (2). Improving the community has the character of Pancasila. (3). Development of the potential of every citizen to have the ability to be confident, have a sense of pride towards the nation and the country and love one another. The character education has the following functions; (1). Development towards national and state life in diverse ways. (2). Development of the nation and state civilization in an intelligent, noble culture, capable of contributing to developing the lives of humanity, developing the basic potential so as to have a good heart, mind and positive behavior. (3). Developing attitudes of citizens so that they love peace, creativity, independence and ability to live hand in hand with other nations in harmony. Whereas the important values that are developed in character education for Indonesian citizens are religious values, Pancasila, culture and the objectives of national education. Values that can be translated into character education include values; (a). Religious. (b). Honesty. (3). Tolerance. (4). Disciplined. (5). Work hard. (6). Creativity. (7). Independence. (8). Democratic. (9). Curiosity. (10). Spirit of nationality. (11). Love the motherland. (12). Reward achievements. (13). Communicative. (14). Love peace. (15). Love to read. (16). Concern for the environment. (17). Social care. (18). Responsible.

### D. Literature Learning

As in Purba's thought (2001: 2),[25], which states that the literary term in Indonesian actually originates in Sanskrit. The root of the term is *cas* has the meaning of giving direction, instruction, teaching or educating. Therefore literature can be interpreted as a tool to educate, teach, command or teach. While the opinion of Oemarjati (1992),[26], asserts that literary learning on the cross carries out the mission of effectiveness which is to increase the wealth of experience of students so that they are capable of being responsive to events in the surrounding environment. The ultimate goal is to internalize, develop social sensitivity, recognize and understand respect for values both at the individual and social level.

### E. The purpose and function of Literature Education

Literary education is none other than aiming that students have the ability to know, understand, understand, feel and utilize the results of literary works that are useful for personality development, expanding the horizons of life, enhancing knowledge and being able to use language properly and correctly. (Ministry of National Education, 2001),[27]. The function of literary learning for students in the opinion of Tarigan (1995: 10),[28] which includes; (1).Improved language development. (2). Increased cognitive development. (3). Increased personality development (4). Improved social development. While Lazar's opinion (2002:15-19),[29], that the literary function is: (1) Motivating students (2). Accessing cultural background. (3). Language access (4) Expanding students' interest and attention to language (5) Development of students' interpretative abilities (6) Educating students thoroughly.

#### **F. Literary Learning as an Effective Media for Character Education**

As revealed by Confucius (Megawangsi, 2003),[30], who asserted that human nature has the potential to love virtue, but the potential that exists if not accompanied by learning and socialization after the individual is born into the world, will undoubtedly cause human behavior. can experience changes into animals, even very brutal. Herfanda (2008: 131),[31], states that literature is very potential in inviting people towards social change, including also changes in character. Literature is very useful related to the values and norms contained in literary works, in the end it can be translated and understood various problems of life by passing physical goodness and goodness of rukhaniah. More than that Satoto and Fananie (2000: v),[32], stated that literature is part of culture not only has aesthetic characteristics, but literature can be used as a means of controlling and evaluating various deviations of values, norms in various aspects of life including; social, cultural, legal, religious, ideological, political and economic.

In the Sulistyorini research report and research conducted by Razak et al, where the aim of the research was to find out about the role of folklore as a medium for fostering the nation's character. The results of his research prove that the empowerment of folklore has high effectiveness in teaching both ethics and morality that are constructive and positive. Folklore is both entertainment as well as an outreach and internalization of values, teaching norms that have the nature of education to children. Passing through the existing figures in folklore can be conveyed well about the behavior, attitudes and speech of the characters who can be for reflection on ethics and morals (Sugiran Lukiyadi, 2019: 5),[33].

literary learning is very supportive for character education in schools, because literary learning functions very important in aspects of community life. The function of literary learning in the world of education, among others; (1).Stimulation of imagination. (2). Increased critical power. (3). Increased emotional power. (3). Confidence. (4). The ability to express ideas. (5). Increased ability to master literary texts. (6). Language understanding. (7). Increased social sensitivity. (8). Socialization and inculcation of social values and norms. (9). Understanding local wisdom. (10). Build positive attitudes and behaviors. (11). Increased self maturity. (12). Forming a cultured and dignified human being. (13). Build independence. (14). Build positive thoughts and feelings. (15). Increased insight into thinking. (16). Building noble mind and character. (17). Building the politeness of the nation. (18). Build morality or national character.

#### **G. The Role of School Libraries Supporting Literature Learning.**

Character and personality can change, therefore can be influenced, directed, carried out coaching and improvement, educated and can also be improved progress. Only wise efforts, namely through education alone, can eradicate various bad qualities, at least they can be reduced so that they decrease. The internalization of the values of morality, character, politeness and decency can be included in the education curriculum, through scope; (1). Development of religious values and morality. (2). Physical growth. (3). Development of cognition. (4). Development of language aspects. (5). Development of social emotional aspects. Internalization of morality, character, politeness and decency in children can be carried out through the use of library information services. The implementation of internalization can use various methods including; (1). Played. (2). Have a discussion. (3). Sing. (4). Identification. (5). Storytelling. (6). Exemplary. (7). Getting used to the

pattern of behavior. (8). Education. (9). Intellectual excursion to the library (Bakhtiyar, 2018: 73-76),[34].

In its development the curriculum must obey the law, so that the direction and objectives of curriculum development do not deviate from the principles that are determined and have become an agreement. Therefore, curriculum development always uses the prescribed principles, among others; (1). Relevance (2).Continuity. (3). Flexibility. (4). Practical. (5). Efficient. (6). Effectiveness. (7). Specific principles, namely curriculum development, always adhere to religious principles, norms, values, character, national integration, language, equilibrium in ethics, aesthetics, logic, kinetics, equality of degrees in obtaining opportunities, mastery of communication information technology (ICT) and others (Bakhtiyar, 2017: 71-72),[35].

There are some very serious things to consider when implementing curriculum, which involves educators, language, character education, learning acceleration and learning resources. Especially the existence of a library as a source of learning is a major supporting factor in the implementation of educational process activities, in order to achieve the goals and competencies outlined and agreed upon (Mulyasa, 2002:159-160),[36]. Library is a work unit in an institution, which manages a collection of readings to be empowered as a source of information for students (Bafadal, 2005:1-6),[37]. Library as a source of learning in its implementation is very supportive and facilitates teaching and learning activities can run optimally. In the interest of improving the quality of education for the development of cognitive, affective and psychomotor power students from any layer then the library is the best solution and alternative (Bakhtiyar, 2014: 39-42),[38]. This reality is clarified in Law No. 2 of 2003 in article 35,[39], asserting education cannot be carried out properly, if there is no support from the learning resources needed. As the most important learning resource is the library, which is very possible for teachers to get the opportunity to expand and deepen knowledge through reading library collections.

#### **H. The Role of Libraries in Supporting Literature Learning for Character Building**

In today's information age library and librarian, it is highly expected and demanded to be capable of mastering the adoption and application of ICT, by digitizing artificial intelligence, the internet of things and big data is very dominant in the joints of human life. Libraries and librarians must have the ability to understand the meaning of change and the development of globalization and be able to take appropriate and accurate decisions and actions, which are crucial in welcoming a full and all-digitizing century, where fast-paced changes and changes occur.

Wahyuni (2019: 37),[40], has cited a survey conducted by GIGI-Ipsos (2016). The survey gave the result that 65% of 132 million social media users were not evaluative of the information they received. This situation illustrates that the community does not yet have adequate provision of digital literacy. No doubt can cause and produce a variety of negative content, among others; hoaxes, acts of violence, expressions of hatred, radicalism and pornography. Such situations and conditions, according to Silviana and Darmawan in Maisyaroh (2019: 71),[41], are homework for libraries and librarians, so that they are more active and more vigorous in disseminating and internalizing digital information literacy, as a process of media literacy movement to increase control individuals on digital media.

The formation of character and morality is essentially the responsibility of all levels of society, especially in various professional variations that are very closely related to information dissemination. Great multiple competence is a necessity in society in the digital age, especially very critical in evaluating and analyzing various problems and being able to solve through different perspectives. (Fatmawati, 2017: 347-348),[42]. The library has experienced various changes, especially changes in the library paradigm. During Industry 4.0, the library was not just a place for book alignment, but the library had important and important values contained therein. There has been a shift in the library paradigm, which was originally as books oriented to be user oriented, from just noto books to the center of information resources. (Wiji Suwarno, 2007: 399),[43].

Learning in schools during the industrial period 4.0, marked the existence of open access to information so that the education process is always directed to be able to encourage students, have the ability to find and know information from various learning sources by searching information. In

carrying out information retrieval, students actively look for information in the library. Therefore the library must carry out digital transformation because its users are millennial generation which is generally referred to as digital native (Bakhtiyar, 2019:37-38),[44].

Adaptation of the library to digital transformation, the school library increasingly has a strategic position as an information center, which is always needed all the time in the education system. This means that the role of the school library as the main key, in achieving success in the teaching and learning process in the national education system, is an inevitable necessity. The existence of the school library has always been appreciated by all social strata in the industry 4.0 and increasingly holds and has an active and dominant role in the world of education. The active role of school libraries in supporting learning to shape the character of students in the era of the industrial revolution 4.0 is as follows:

#### **H.1. The library is the centrality of intellectual outing for students**

Various literary works, plays, folklore and so on are already available in the library and are ready to be presented to be used by students to obtain fresh entertainment through reading. Here it can be claimed that the library is the centrality of intellectual outing for students.

#### **H.2. The library is the centrality of the implementation of the internalization of moral values and the nation's modesty.**

Various morality values and norms of national politeness, local values and local wisdom, have been written and recorded and have become a library collection. Based on this, teachers can internalize the values of morality and politeness of the nation through the use of library information services. Here it can be claimed that the library is the centrality in the implementation of the internalization of the values of morality and norms of the politeness of the nation.

#### **H.3. The library is the centrality for the formation of the nation's character and personality**

The internalization of morality and politeness of the nation through the use of library information services, it will form a way of thinking and behavior, character and personality of students well. Here it can be claimed that the library is the centrality of forming the character and personality of the nation.

#### **H.4. Library is the centrality of learning resources for literary learning.**

The 2013 curriculum, expressly states that class is not the only place to study and that educators are not the only source of learning. Atlas, dictionaries, clippings, hand books, books, journals and magazines, newspapers and others, online media can also be used as a source of learning. The library can be used as a place in the learning process. All of them are already available and available in the library, so it is appropriate to claim that the library is a learning resource center.

#### **H.5. Library is the centrality of knowledge and literature**

Students are guided by the teacher in the learning process to be able to construct knowledge and literature, both independently and in groups. The library is very helpful in providing guide books, enrichment books as well as relevant books in accordance with the topics needed. The library can be claimed, is the centrality of science and literary learning.

#### **H.6. Library is the centrality in developing critical and analytical thinking.**

In the 2013 curriculum it has one of the dominant and main characteristics, that in the teaching and learning process, it is directed to train students to have analytical thinking skills and not just mechanistic. The formation of critical thinking will be very easy to have, if students are accustomed to and are fond of reading, studying the knowledge and information they receive. Library information services are needed in the formation of critical and analytical thinking. Here the library can be claimed is the centrality of the formation of critical and analytical thinking.

#### **H.7. The library is the centrality of the laboratory for learning literature (scientific approach)**

The 2013 curriculum has the main characteristics in learning that is to use a scientific approach, as a mechanism or method of learning in order to facilitate students, in order to gain knowledge and skills through procedures based on a scientific approach that has major steps including; (a) observing, (2) questioning, (3) associating, (4) experimenting, (5) networking. The five stages can be directly practiced in the library. Utilization of library information services can be done

because there is a reading room, audio visual room, so that it can function as a creative and effective learning laboratory.

**H.8. The library is the centrality of information sources for literary literacy.**

In the teaching and learning process students obtain various scientific information from the teacher. The assignments are also often given by the teacher to students, so in completing assignments students are in dire need of scientific and literary information. The library is very supportive of the learning process, it has provided science information needed by students. In order to complete tasks and explore school subjects, students can go to the library to obtain the information they need. The library can be claimed as a central source of information for literary lieteration.

**H.9. The library is the centrality of scientific and literary innovation.**

Library is the centrality of science and literature, so it will be used by users to study and develop and discover new theories in science, as well as new discoveries in the field of technology and literature. Here it can be claimed that the library as a center of innovation that is very useful for the development of knowledge and technology as well as literature, which is useful for people's lives.

**H.10. Library is the centrality of forming quality human resources with integrity**

Countless numbers of world leaders have reached their highest careers, starting with reading and exploring or experimenting. Their success is always marked by the activity of reading and always looking for information. Today's library is always ready to serve a variety of information needed by users. Here it can be claimed that the library is the centrality to form quality and professional human resources, which act as the driving force for the progress of the nation and state.

**H.11. Library as a space for the center of performances of literary works**

In the latest developments the library has a role as space. This means that the library functions as a space for use in a variety of demonstration activities or performance. In the implementation of literary learning turns out to be very prerequisite with demonstration activities. Students are not required to read literary works, but can be manifested in various activities through practical learning methods or demonstrations. The literary learning activities include; (a). Poetry reading and writing competition. (b). Declamation. (c). Drama. (d). Musicals of poetry. (e). Dramatization of poetry. (f). Story telling. (g). Make a synopsis. (h). Write criticism or essay, and so on. All the demonstrations of these literary learning activities can be done in the library.

**CONCLUSION**

The role of the school library as a major supporter of literary education in the formation of student character in the industrial age 4.0. consisting of; (1). The library is the centrality of intellectual outing for students. (2). The library is the centrality of the implementation of the cultivation of morality values and the nation's modesty. (3). Library is the centrality of forming the character and personality of the nation. (4). Library is the centrality of learning resources for literary learning. (5). Library is the centrality of literary knowledge and learning. (6). Library is the centrality of developing critical and analytic thinking. (7). The library is the centrality of the literature learning practicum. (8). The library is the centrality of information sources for literary literacy. (9). The library is the centrality of literary innovation. (10). Library is the centrality of forming quality and integrity HR. (11). Library as a space for the center of performances of literary works.

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