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The Effectiveness of the Bundo Andini Program in Increasing the Number of Visits by Young Children to the Proklamator Bung Hatta Library In

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Abstract

Book-reading and storytelling programs are increasingly implemented in libraries to promote early literacy; however, their effectiveness in encouraging library visits among young children remains insufficiently examined. This study evaluated the effectiveness of the Bundo Andini Program in increasing visits by young children to the Proklamator Bung Hatta Library in Bukittinggi. A quantitative approach with a descriptive survey design was employed. The population comprised 150 program participants, from whom 60 parents, guardians, and teachers were selected through purposive sampling. Data were collected using a four-point Likert-scale questionnaire and analyzed through frequency distributions, percentages, and mean scores. The findings showed that the Bundo Andini Program achieved an overall mean score of 3.27 and was classified as highly effective. Participant involvement obtained the highest mean score of 3.34, followed by participant satisfaction at 3.31 and program impact at 3.27. Implementation quality received the lowest mean score of 3.18, although it remained within the high category. These findings indicate that the program created an engaging literacy experience, strengthened children's participation,

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increased their interest in books, and encouraged repeat library visits. The study concludes that the Bundo Andini Program is an effective library-based literacy initiative for young children. The findings provide practical implications for public libraries to diversify storytelling materials, learning media, and participatory activities to sustain children's engagement and encourage continued library use.

Keywords: Early Childhood Literacy; Library Programs; Library Visits; Storytelling; Young Children

INTRODUCTION

Early childhood literacy has become a major concern in the global education agenda because language and reading skills developed during the early years provide an essential foundation for school readiness, academic achievement, and lifelong learning. Global reports published by UNESCO and UNICEF indicate that high-quality early childhood education and care contribute substantially to children's cognitive, linguistic, social, and emotional development. Without adequate intervention, approximately 37% of children worldwide, representing more than 300 million children, are projected to remain below the minimum reading proficiency level by 2030 (UNESCO, 2024; UNESCO & UNICEF, 2024). The Development (2020) similarly reports that literacy disparities emerge even before children enter formal schooling and may become increasingly difficult to address when appropriate stimulation is not provided at an early stage. These conditions highlight the importance of providing accessible and engaging literacy environments that correspond to children's developmental needs.

Public libraries occupy a strategic position in providing informal literacy environments that complement learning within families and early childhood education institutions. Libraries have developed beyond their traditional role as repositories of books and information. They now function as public spaces for learning, social interaction, educational recreation, and the development of reading habits. The International Federation of Library Associations and Institutions emphasizes that library services for children should provide age-appropriate collections, creative activities, family participation, shared reading, and storytelling programs that support children's literacy and language development (IFLA, 2018). Storytelling sessions and interactions between librarians and children may also

strengthen school readiness and expand access to literacy experiences for children from diverse social and economic backgrounds (Cahill et al., 2022; Choung et al., 2023).

In response to these challenges, libraries need to design literacy programs that offer more than access to reading materials. Programs should create enjoyable reading experiences and encourage children to return to the library. Shared reading and storytelling provide opportunities for children to engage with stories, illustrations, storytellers, librarians, and parents. Such interaction may help children view the library as a welcoming and enjoyable place. Noble et al. (2019) found that shared book-reading activities had a positive effect on children's language development. This finding is consistent with Dowdall et al. (2020), who reported that picture-book reading interventions improved children's language abilities. Galea et al. (2025) also identified a positive association between the frequency of shared reading and children's vocabulary and language development. Within the library context, the quality of storytelling activities and the competence of facilitators also influence children's participation and engagement (Mills et al., 2018).

Indonesia continues to face significant challenges in strengthening children's literacy. The *Early Childhood Profile 2024* identifies early childhood as a critical period of intellectual, emotional, and social development that requires appropriate support from families, educational institutions, and the surrounding learning environment (Statistik, 2025). The urgency of early literacy intervention is also reflected in the results of PISA 2022, which showed that only approximately 25% of Indonesian students aged 15 achieved at least Level 2 proficiency in reading (Development, 2023). Difficulties identified at school age indicate that literacy development should begin long before children enter formal education. In legal terms, Law of the Republic of Indonesia Number 43 of 2007 concerning Libraries and Government Regulation Number 24 of 2014 require libraries to provide educational, informational, research, preservation, and recreational services for people of all ages.

One institution that carries out these functions is the Proklamator Bung Hatta Library in Bukittinggi. As a thematic national library, it provides public literacy services while introducing visitors to the ideas, values, and legacy of Mohammad Hatta. The library organizes the Bundo Andini Program, an abbreviation of *Baca Buku dan Dongeng untuk Anak Usia Dini*, which can be understood as reading books and telling stories for young children. The program features storytelling sessions delivered by professional storytellers and library staff. It is designed to provide enjoyable literacy experiences, introduce children to the

library's collections, and establish a closer relationship between young visitors and the library (Perpustakaan Nasional Republik Indonesia (Indonesia, 2025). Therefore, Bundo Andini is not merely a storytelling activity but also a service strategy intended to increase young children's interest in visiting the library.

Internal records from the Proklamator Bung Hatta Library indicate that the proportion of visits to the children's service area increased from 42.7% in 2024 to 57.3% in 2025. This increase provides an initial indication of growing participation among young library users. Nevertheless, aggregate visitor data cannot explain whether the increase was directly associated with the Bundo Andini Program, scheduled institutional visits, promotional activities, changes in service frequency, or other factors. Preliminary observations and interviews with librarians and program administrators also revealed that children's visits remain largely dependent on scheduled group visits from early childhood education institutions and kindergartens. Independent visits and return visits made with parents are still relatively limited. Consequently, an increase in visitor percentages alone is insufficient to establish the effectiveness of the program without a more systematic assessment.

Previous studies have examined children's library services and storytelling programs in several contexts. Sari & Marajari (2023) reported that children's services at the Proklamator Bung Hatta Library included reading and writing activities, introductions to Bung Hatta, library tours, and traditional games intended to strengthen children's interest in reading. Manita & Nurhidayati (2022) found that the Kurenah Storytelling innovation at the Padang Panjang Regional Library attracted visitors through service quality, adequate facilities, promotion, and program safety. Melfan & Batubara (2023) concluded that children's service programs at the Deli Serdang Regional Library were effective based on visitor density and facility availability. Sabati (2024) also found that a read-aloud program at the National Library encouraged children's participation and increased their willingness to revisit the library.

Although these studies demonstrate the positive contribution of children's services and storytelling to reading interest, participation, and visiting intention, most rely on descriptive qualitative approaches. Program success has commonly been assessed through informants' perceptions, facility availability, or the number of visitors present during activities. Previous studies have not specifically measured the effectiveness of the Bundo Andini Program in increasing young children's visits to the Proklamator Bung Hatta Library.

In particular, limited attention has been given to program target achievement, stakeholder involvement, changes in visiting frequency, and children's willingness to make return visits. Mills et al. (2018) also noted that experimental and quantitative evidence concerning the effects of library storytime programs on children's behavior remains limited. The novelty of the present study therefore lies in its systematic assessment of a book-reading and storytelling program as a strategy for increasing young children's visits to a thematic national library.

This study adopts Steers et al. (1985) theory of organizational effectiveness to examine the implementation and outcomes of the Bundo Andini Program. Steers conceptualizes effectiveness as an organization's or program's ability to achieve its objectives through integrated and well-managed processes. In this study, effectiveness is examined through goal attainment, integration, and adaptation. Goal attainment concerns the extent to which the program achieves its intended objective of increasing visits by young children. Integration refers to coordination among library administrators, librarians, storytellers, educational institutions, and parents. Adaptation concerns the library's ability to adjust storytelling materials, delivery methods, facilities, schedules, and promotional strategies to children's needs and changing service conditions. This framework is consistent with the IFLA guidelines, which emphasize children's needs, program quality, staff competence, family involvement, and appropriate resources as central components of effective library services for children (International Federation of Library Associations and Institutions, 2018).

Based on the identified issues, previous findings, research gap, and theoretical framework, this study focuses on the effectiveness of the Bundo Andini Program in increasing visits by young children to the Proklamator Bung Hatta Library in Bukittinggi. It aims to examine the program's implementation, goal attainment, stakeholder integration, adaptation to children's needs, and contribution to the frequency and continuity of library visits. The findings are expected to provide empirical evidence for library administrators in evaluating the program and to support the development of more measurable, engaging, inclusive, and sustainable literacy services for young children.

METHODS

This study employed a descriptive quantitative approach to assess the effectiveness of the Bundo Andini Program in increasing visits by young children to the Proklamator Bung

Hatta Library in Bukittinggi. A quantitative approach was selected because it allows program effectiveness to be examined systematically through numerical data collected from respondents (Sugiyono, 2022). The study used a survey design to describe participants' perceptions of the program's implementation and its contribution to children's interest in revisiting the library. The accessible population consisted of 150 participants involved in the Bundo Andini Program. Since young children were not expected to complete the questionnaire independently, the respondents were parents, guardians, or teachers who accompanied them during the activity. The sample size was calculated using the Slovin formula, (n=N/(1+Ne^2)), with a 10% margin of error, resulting in 60 respondents. They were selected through purposive sampling based on two criteria: they had accompanied a child during the program and had attended at least one Bundo Andini session. Purposive sampling was considered appropriate because respondents needed direct experience with the program to provide relevant information (Sugiyono, 2022).

Data were collected using a structured questionnaire, direct observation, and library documentation. The questionnaire consisted of 20 statements covering five dimensions: goal attainment, quality of program implementation, participant involvement, participant satisfaction, and the program's perceived impact on library visits. Each statement was rated on a four-point Likert scale ranging from strongly agree (4) to strongly disagree (1). The four-point scale was used to encourage respondents to provide a clear position rather than selecting a neutral response (Hardani et al., 2020). Observations were conducted during the program to record children's participation, enthusiasm, attention, and interactions with storytellers and library staff. Visitor records, activity reports, and other institutional documents were also examined to support the questionnaire findings. Before the main data collection, the questionnaire was pilot-tested with 30 respondents who had characteristics similar to those of the research sample. Pearson's product-moment correlation was used to examine item validity. All 20 items were found to be valid, with correlation coefficients ranging from 0.722 to 0.930, exceeding the critical value of 0.361 at the 0.05 significance level. The instrument also demonstrated excellent internal consistency, with a Cronbach's alpha coefficient of 0.975, which was above the minimum reliability threshold of 0.70.

The data were processed using SPSS version 27 through several stages, including data checking, coding, tabulation, and descriptive statistical analysis. Frequencies, percentages, and mean scores were calculated for each statement, indicator, and overall program effectiveness score. The mean scores were interpreted using four categories: very high for

scores between 3.25 and 4.00, high for scores between 2.50 and 3.24, low for scores between 1.75 and 2.49, and very low for scores between 1.00 and 1.74. Questionnaire findings were compared with observational notes and library visitor records to obtain a more comprehensive account of the program's implementation and its perceived contribution to children's library visits. The conclusions were drawn from the average scores and percentages obtained for each effectiveness indicator.

RESULTS

Data were obtained from 60 parents, guardians, and teachers who had accompanied children during the Bundo Andini Program. The effectiveness of the program was assessed through five indicators: goal attainment, implementation quality, participant involvement, participant satisfaction, and program impact. Responses were measured using a four-point Likert scale. Mean scores ranging from 3.25 to 4.00 were classified as very high, whereas scores ranging from 2.50 to 3.24 were classified as high.

1. Overall Effectiveness of the Bundo Andini Program

Table 1 presents the overall results for each indicator of program effectiveness.

Table 1. Effectiveness of the Bundo Andini Program

No.	Indicator	Total Score	Mean	Category	Rank
1	Goal attainment	775	3.23	High	4
2	Implementation quality	764	3.18	High	5
3	Participant involvement	801	3.34	Very high	1
4	Participant satisfaction	794	3.31	Very high	2
5	Program impact	784	3.27	Very high	3
	Overall result	3,918	3.27	Very high	

As shown in Table 1, the Bundo Andini Program obtained an overall mean score of 3.27, placing its perceived effectiveness in the very high category. Three indicators—participant involvement, participant satisfaction, and program impact—were rated very high. Goal attainment and implementation quality were rated high. These results indicate that respondents generally viewed the program as well implemented and capable of providing a positive literacy experience for young children.

Participant involvement received the highest mean score at 3.34. This result indicates that children were generally active, enthusiastic, and attentive during the program. Participant satisfaction ranked second, with a mean score of 3.31, suggesting that children felt

comfortable and happy while participating in activities at the library. Program impact obtained a mean score of 3.27, indicating that the program was perceived to encourage children's interest in books, reading activities, and future library visits.

Goal attainment received a mean score of 3.23. Respondents considered the program successful in introducing children to the library as a place for reading and learning. However, its perceived contribution to more specific early literacy skills, such as letter recognition, was slightly lower. Implementation quality obtained the lowest mean score at 3.18, although it remained within the high category. This finding suggests that the program was implemented positively but still had room for improvement, particularly in the attractiveness of the activity format, the selection of storytelling materials, and the clarity of presentation.

2. Results for Each Indicator

The main findings for each effectiveness indicator are summarized in Table 2.

Table 2. Highest- and Lowest-Rated Items for Each Indicator

Indikator	Highest-Rated Item	Mean	Lowest-Rated Item	Mean
Goal attainment	The program helps children recognize the library as a place for learning and reading.	3.40	The program contributes to children's letter recognition as part of early literacy.	3.10
Implementation quality	Library staff interact effectively with children and involve them in the activity.	3.48	The activity is presented attractively and maintains children's interest.	3.08
Participant involvement	Children maintain their attention and concentration throughout the program.	3.47	Children participate in the various activities provided during the program.	3.07
Participant satisfaction	Children feel comfortable while participating in the program at the library.	3.47	The program provides an enjoyable experience for children.	3.13
Program impact	The program provides a positive and memorable learning experience.	3.45	Children show an interest in attending a similar activity in the future.	3.07

Within the goal attainment indicator, the highest-rated statement concerned children's recognition of the library as a place for learning and reading, with a mean score of 3.40. The program's contribution to children's interest in books and literacy activities also received a very high score of 3.30. In contrast, the contribution to letter recognition obtained the lowest score within this indicator, at 3.10. The findings show that the program was perceived as more effective in familiarizing children with the library and stimulating reading interest than in developing specific early literacy skills.

For implementation quality, interaction between library staff and children obtained the highest item score in the study, at 3.48. All respondents selected either agree or strongly agree for this item. This result shows that the facilitators were able to establish communication and encourage children's involvement during the activity. However, the attractiveness of the program format, the suitability of the material, and the clarity of delivery each obtained a mean score of 3.08. Although these scores remained high, they indicate areas that could be strengthened through greater variation in stories, visual materials, games, and interactive techniques.

Participant involvement was the strongest indicator, with an overall mean score of 3.34. Children's ability to maintain attention throughout the program obtained a mean score of 3.47, while enthusiasm and active participation received mean scores of 3.42 and 3.40, respectively. However, participation in the full range of activities received a lower mean score of 3.07. This suggests that children generally remained interested and attentive, although not all children participated equally in every activity offered.

Participant satisfaction obtained a very high mean score of 3.31. Children's comfort in the library environment received the highest score within this indicator, at 3.47. Children's happiness after participating in the program also received a very high score of 3.40. Meanwhile, the statement that the activity provided an enjoyable experience received a mean score of 3.13. Overall, the results indicate that the library environment and program delivery created a positive emotional response among the participating children.

The program impact indicator obtained a mean score of 3.27. The highest-rated item concerned the program's ability to provide a positive and memorable learning experience, with a mean score of 3.45. The program was also perceived to increase children's interest in books and reading, with a mean score of 3.30. Furthermore, the statement that Bundo Andini encouraged children to revisit the library obtained a mean score of 3.25. However, children's intention to attend a similar activity in the future received a lower mean score of 3.07. This result indicates that return participation may also depend on factors beyond children's interest, including activity schedules, parental availability, transportation, and access to information about future programs.

3. Comparison of Effectiveness Indicators

The comparison of the mean scores for the five indicators is presented in Figure 1.

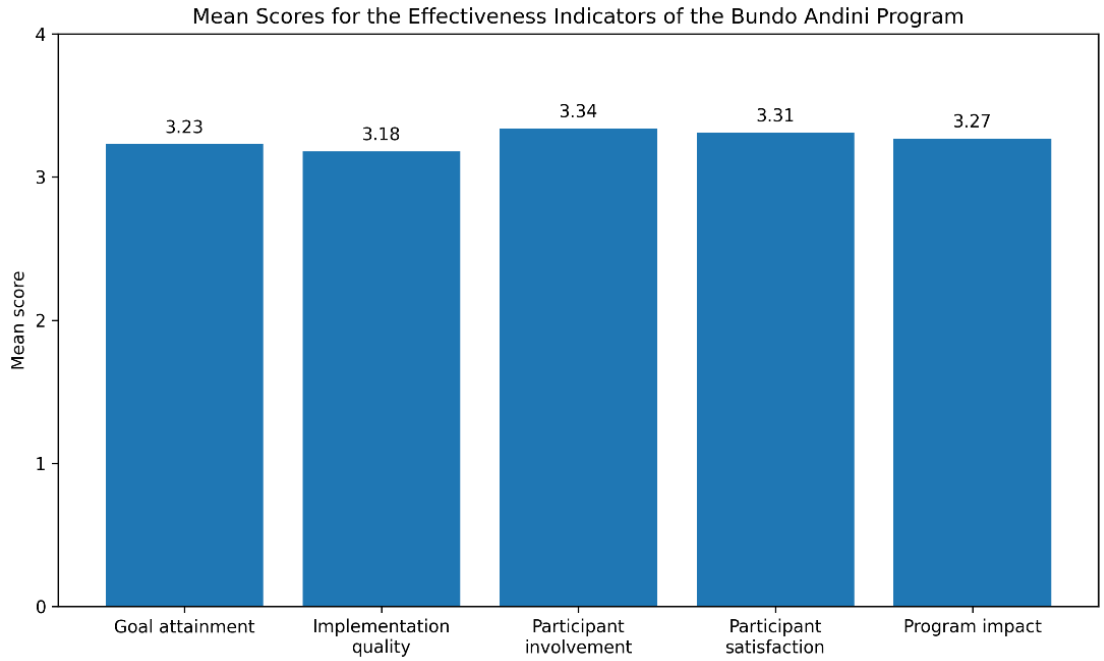


Figure 1. Mean Scores for the Effectiveness Indicators of the Bundo Andini Program

Figure 1 shows that all indicators obtained mean scores above 3.00. Participant involvement recorded the highest score, followed by participant satisfaction and program impact. Implementation quality received the lowest mean score but remained within the high category. The relatively small differences among the five indicators demonstrate that respondents provided consistently positive assessments of the program.

Overall, the results show that the Bundo Andini Program was perceived as highly effective in involving children, creating a comfortable literacy environment, and encouraging interest in books and library visits. Nevertheless, these findings reflect the perceptions of parents, guardians, and teachers. Therefore, the results indicate perceived program effectiveness and should not be interpreted as definitive evidence of a causal increase in visitor numbers without further comparison of library attendance data before and after the program.

DISCUSSION

The findings indicate that the Bundo Andini Program achieved an overall mean score of 3.27 and was therefore classified as having a very high level of perceived effectiveness. Participant involvement obtained the highest mean score, followed by participant satisfaction, program impact, goal attainment, and implementation quality. These findings

suggest that the program's principal strength lies in its ability to involve children emotionally and behaviorally during literacy activities. Nevertheless, because the study relied on respondents' perceptions rather than an experimental or longitudinal design, the findings should be interpreted as evidence of perceived program effectiveness rather than proof of a direct causal effect on library attendance.

1. Goal Attainment

The goal attainment indicator obtained a mean score of 3.23 and was classified as high. The strongest result within this indicator concerned children's recognition of the library as a place for learning and reading. This finding suggests that Bundo Andini has performed an important introductory function by helping young children develop a positive understanding of the library. Through storytelling, shared reading, and direct interaction with library staff, children are introduced to the library not merely as a building containing books but as an enjoyable environment for learning and exploration.

This result is consistent with Pfost & Heyne (2023), who found that joint library visits during the preschool years predicted children's later leisure reading. Their longitudinal findings suggest that early experiences of visiting libraries may contribute to the formation of longer-term reading practices. Library visits allow children to explore books, develop personal preferences, and associate reading with enjoyment rather than formal instruction. The present findings extend this argument by showing that a structured storytelling program may function as an entry point through which young children become familiar with library services.

The contribution of Bundo Andini to children's reading interest also supports the findings of (Maureen et al., 2020). Their experimental study showed that structured storytelling combined with play-based activities significantly improved young children's literacy and digital literacy skills. The comparison suggests that storytelling becomes more educationally meaningful when children are not positioned only as listeners but are also given opportunities to respond, play, discuss, or participate in activities related to the story.

However, the lower score for letter recognition indicates that Bundo Andini was perceived as more successful in stimulating interest and introducing the library than in developing specific early literacy competencies. This difference is reasonable because recognizing letters requires repeated, structured, and developmentally appropriate instruction. Storytelling alone may create motivation and familiarity with printed materials,

but measurable improvement in letter knowledge may require additional activities, such as alphabet games, sound recognition, tracing, picture–letter matching, and repeated exposure to print. Therefore, the program should distinguish between its promotional objective of attracting children to the library and its instructional objective of developing early literacy skills.

2. Implementation Quality

Implementation quality obtained a mean score of 3.18 and was classified as high, although it was the lowest-rated indicator. The highest-rated aspect was the ability of librarians or facilitators to interact with children, whereas the attractiveness of the activity format, suitability of the materials, and clarity of delivery obtained comparatively lower scores. This pattern indicates that interpersonal interaction was a major strength of the program, but the technical design of storytelling sessions could still be improved.

The importance of facilitator competence is consistent with Perkins (2021), who found that storytime providers play a central role in the quality of public library early literacy programs. Effective storytime requires facilitators to balance educational content and entertainment, respond to mixed-age audiences, use evidence-based literacy practices, and involve caregivers appropriately. The high rating for staff–child interaction in the present study suggests that Bundo Andini facilitators were able to establish a supportive relationship with participants. However, the lower ratings for activity design indicate that interpersonal competence should be complemented by stronger planning, more varied media, and clearer literacy objectives.

Rahiem (2021) similarly found that storytelling became more engaging when teachers used images, animation, sound systems, screens, and other simple digital tools to contextualize stories and maintain children's attention. The study also emphasized that effective storytelling requires careful preparation before the activity. This comparison suggests that Bundo Andini could improve its implementation by combining conventional storytelling with puppets, visual sequences, sound effects, digital illustrations, songs, movement, and child-led responses.

The findings also resemble those of Asri & Puspitasari (2018), who implemented storytelling through different media, including puppets, picture books, drawings, and flannel boards. Their results showed that children's visits initially increased but later declined across subsequent cycles, indicating that storytelling does not automatically maintain attendance

when its methods are not continuously renewed. The comparison is particularly relevant because it demonstrates that novelty and variety must be sustained over time. A storytelling program may attract children during its initial implementation, but repetitive stories, limited media, or predictable formats may gradually reduce interest.

Accordingly, the high but comparatively lower implementation score should not be interpreted as program failure. Instead, it identifies the area with the greatest potential for improvement. The library should establish a more systematic program plan that includes age-based story selection, varied storytelling media, clear session stages, interactive activities, and regular evaluation of children's responses.

3. Participant Involvement

Participant involvement recorded the highest mean score, at 3.34, and was classified as very high. Children were perceived as attentive, enthusiastic, and active throughout the program. This finding indicates that Bundo Andini successfully created immediate engagement, which is essential because young children generally have limited attention spans and require dynamic, emotionally stimulating activities.

The finding supports Rahiem (2021) conclusion that storytelling can actively involve children in conversations before, during, and after a story. The use of narrative, characters, expression, and interactive questions encourages children to connect with the storyteller and the content. Engagement therefore does not result merely from listening to a story but from opportunities to respond, predict events, imitate characters, express feelings, and relate the story to personal experiences.

Maureen et al. (2020) also demonstrated that storytelling accompanied by play-based activities produced stronger literacy outcomes than regular classroom literacy activities. In relation to the present findings, children's high level of attention and enthusiasm may be explained by the combination of stories, verbal interaction, visual materials, and playful participation. Such activities correspond with the developmental characteristics of young children, who learn more effectively through concrete, enjoyable, and socially interactive experiences.

Nevertheless, the item concerning children's participation in all activities received a lower score than attention and enthusiasm. This difference indicates that being interested in an activity is not necessarily the same as actively participating in it. Some children may listen attentively but hesitate to answer questions, perform movements, retell stories, or participate

in group games. Differences in age, confidence, language development, temperament, and previous experience may affect children's willingness to participate.

For this reason, Bundo Andini should provide several forms of participation rather than relying only on verbal responses. Children could be invited to point to pictures, select characters, arrange story sequences, imitate sounds, perform simple movements, draw scenes, or answer through visual cards. These options would allow quieter children and children with different developmental levels to participate without being placed under pressure.

4. Participant Satisfaction

Participant satisfaction obtained a mean score of 3.31 and was classified as very high. Children's comfort in the library environment received the highest score within this indicator, followed by their happiness after participating in the program. These findings indicate that the physical and social environment of the library supported a positive experience for young children.

The result is related to the findings of Srisusilawati et al. (2024), who reported that the quality of public space had a significant positive effect on visitor satisfaction in a specialized library. Their study highlights the importance of a comfortable, accessible, and attractive library environment in shaping users' experiences. In the context of Bundo Andini, children's comfort may be influenced by the availability of a child-friendly room, seating arrangements, visual decoration, collections, safety, and supportive interaction with staff.

The present findings are also broadly consistent with Twum et al. (2021) , who found that the affective dimension of library services was an important predictor of library image and user loyalty. Their results indicate that users' evaluations are shaped not only by collections or facilities but also by how they are treated and supported by library personnel. Applied to Bundo Andini, friendly and responsive facilitators may help children and accompanying adults develop a positive impression of the library, thereby strengthening their willingness to use its services again.

Caregiver involvement is also relevant to participant satisfaction. Gaias et al. (2022) found that an interactive parent–child storytime program at a public library improved caregivers' reported use of concrete behaviors to support children's learning, although it did not significantly change all parental beliefs or general caregiving practices. This finding

implies that library programs may become more meaningful when parents or guardians are not treated merely as observers but are given practical roles during the activity.

Therefore, the high satisfaction score should be maintained by creating consistent standards for the physical environment, staff interaction, activity duration, safety, seating, sound quality, and caregiver participation. Feedback from parents and teachers should also be collected after each session so that the library can identify aspects that meet expectations and aspects that require adjustment.

5. Program Impact on Library Visits

The program impact indicator obtained a mean score of 3.27 and was classified as very high. Respondents considered Bundo Andini capable of providing a positive and memorable learning experience, increasing children's interest in books, and encouraging them to revisit the library. This result directly addresses the research objective because it demonstrates that participants perceived a relationship between the storytelling program and children's intention to return.

The finding is consistent with Asri & Puspitasari (2018), who found that storytelling activities could increase children's visits to a community reading facility. However, their study also identified fluctuations and subsequent declines in attendance. This difference provides an important caution: positive perceptions and initial increases in attendance may not automatically produce sustained visiting behavior. Continued participation depends on program variety, frequency, accessibility, promotion, parental support, and the suitability of activity schedules.

Pfost & Heyne (2023) provide further support for the long-term value of library visits. Their study found that preschool library visits predicted later leisure reading and indirectly contributed to reading comprehension through children's reading behavior. This suggests that increasing visits is not merely an administrative target for libraries. Regular visits may provide repeated access to books and reading experiences that contribute to the development of reading habits.

However, the present study found that children's intention to attend another similar session received a lower score than the perceived positive learning experience. This indicates that an enjoyable experience does not necessarily guarantee actual repeat attendance. Nabila et al. (2024) similarly found that satisfaction and service quality did not automatically produce a significant indirect effect on revisit intention. Their findings show that returning to a library

can be influenced by factors beyond satisfaction, including accessibility, scheduling, facilities, personal needs, and external constraints.

In the case of young children, decisions about library attendance are largely made by adults. Parents and teachers determine transportation, timing, registration, and participation. Therefore, the program's impact on visits should be understood as a combined outcome of children's interest and caregivers' ability or willingness to bring them to the library. Program promotion should consequently target not only children but also parents, PAUD institutions, kindergartens, and community groups.

Theoretically, the findings support the effectiveness framework applied in this study. Program effectiveness was reflected not only in goal attainment but also in implementation quality, participant involvement, satisfaction, and perceived impact. The results suggest a possible sequence in which effective interaction and engaging delivery encourage participation, participation produces a positive experience, and that experience strengthens interest in returning to the library. However, this sequence remains an interpretation because the relationships among the five indicators were not tested statistically.

The findings also contribute to research on children's library services by positioning storytelling as both a literacy intervention and a library engagement strategy. Previous studies have often examined storytelling in relation to language, vocabulary, or literacy development. The present study adds evidence that storytelling may also influence how children perceive, experience, and intend to revisit a thematic national library.

Practically, the library should maintain the strong interaction between facilitators and children while improving aspects that received comparatively lower scores. The Bundo Andini Program could be strengthened through the following measures:

a. varying stories, themes, props, games, and presentation media across sessions;

b. grouping participants according to age or developmental level;

c. integrating explicit early literacy activities, including letter, sound, vocabulary, and story-sequencing exercises;

d. involving parents and teachers in shared reading and follow-up activities;

e. establishing a regular and publicly accessible program schedule;

f. recording first-time visits, repeat visits, and independent family visits separately; and

g. evaluating each session through observation, attendance records, and brief caregiver feedback.

The importance of supporting library programs with suitable facilities is reinforced by Gilpin et al. (2024), who found that investment in public library infrastructure increased library visits, children's event attendance, and the circulation of children's materials. Thus, the sustainability of Bundo Andini depends not only on storytelling techniques but also on continued support for collections, child-friendly facilities, trained staff, and program promotion.

This study has several limitations. First, the study used a descriptive survey design and did not compare children's visits before and after participation in the Bundo Andini Program. Therefore, it cannot establish a causal relationship between the program and an increase in actual visitor numbers.

Second, the respondents were parents, guardians, and teachers rather than the children themselves. Their responses may not fully represent children's experiences and may be affected by social desirability or positive impressions of the library.

Third, the sample consisted of 60 respondents selected through purposive sampling from one library. The findings therefore reflect a specific institutional context and cannot automatically be generalized to other public libraries or early literacy programs.

Fourth, program impact was measured through perceived interest and revisit intention rather than verified repeat-visit behavior. Children may express interest in returning, but actual visits remain dependent on parents, teachers, transportation, scheduling, and access to program information.

Fifth, the analysis was limited to descriptive statistics. It did not test relationships among implementation quality, participation, satisfaction, and revisit intention. Future studies should apply pretest–posttest designs, compare participants and non-participants, analyze longitudinal attendance records, and use inferential methods to determine which program dimensions most strongly predict repeat visits.

Despite these limitations, the study provides useful initial evidence that the Bundo Andini Program is positively perceived by accompanying adults and has considerable potential to strengthen children's engagement with books, literacy activities, and the Proklamator Bung Hatta Library.

CONCLUSION

This study concludes that the Bundo Andini Program was perceived as highly effective in supporting visits by young children to the Proklamator Bung Hatta Library in Bukittinggi, with an overall mean score of 3.27. The program received positive assessments across all five indicators, namely goal attainment, implementation quality, participant involvement, participant satisfaction, and program impact. Participant involvement obtained the highest mean score of 3.34, indicating that children were generally attentive, enthusiastic, and actively engaged during the activities. Participant satisfaction and program impact were also classified as very high, with mean scores of 3.31 and 3.27, respectively. Meanwhile, goal attainment and implementation quality received mean scores of 3.23 and 3.18 and were classified as high.

Overall, the Bundo Andini Program provided children with an enjoyable and meaningful literacy experience, introduced the library as a place for reading and learning, increased their interest in books, and encouraged their intention to revisit the library. However, the findings reflect the perceptions of parents, guardians, and teachers rather than direct evidence of changes in actual visitor numbers. Therefore, future studies are recommended to compare attendance records before and after program participation, identify repeat visits, and involve a larger sample from different libraries. The library should also improve the variety of stories, learning media, and participatory activities to strengthen children's engagement and sustain their interest in attending future sessions.

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