

ABSTRAK

Perpustakaan sekolah berperan mendukung proses pembelajaran melalui berbagai program kerja, namun implementasinya dalam mengkonstruksi *Social Divergent Thinking* siswa masih belum banyak dikaji. Penelitian ini bertujuan menganalisis strategi penerapan program kerja perpustakaan SD Negeri Pondok Kelapa 01 dalam mengkonstruksi *Social Divergent Thinking* siswa serta mendeskripsikan interaksi antara pustakawan, guru, dan siswa selama pelaksanaan program. Penelitian menggunakan pendekatan kualitatif dengan metode studi kasus. Data diperoleh melalui observasi, wawancara mendalam, dan dokumentasi terhadap kepala perpustakaan, wakil kepala sekolah, pustakawan, guru, dan siswa yang dipilih secara *purposive sampling*. Analisis data menggunakan model Miles dan Huberman dengan bantuan perangkat lunak NVivo. Hasil penelitian menunjukkan bahwa strategi penerapan program kerja perpustakaan dilaksanakan melalui tahap perencanaan, pelaksanaan, dan evaluasi, dengan pelaksanaan sebagai tahap dominan. Strategi diwujudkan melalui program *Project Based Learning*, Kunjungan Wajib Perpustakaan, Bulan Bahasa, Bercermin, Kita Juara, dan Rabu Berseri. Pelaksanaan program berlangsung melalui proses *scaffolding* dan *Zone of Proximal Development* (ZPD) yang mendorong interaksi, kolaborasi, refleksi, serta berkembangnya aspek *fluency*, *flexibility*, *originality*, dan *elaboration*. Penelitian menyimpulkan bahwa strategi program kerja perpustakaan mengkonstruksi *Social Divergent Thinking* siswa melalui pengalaman belajar yang aktif, kolaboratif, dan reflektif.

Kata kunci: Interaksi sosial; Perpustakaan sekolah; Program kerja perpustakaan; *Social Divergent Thinking*; Strategi perpustakaan.

ABSTRACT

School libraries play an important role in supporting the learning process through various work programs; however, their implementation in fostering students' Social Divergent Thinking has received limited scholarly attention. This study aims to analyze the implementation strategy of the school library work programs at SD Negeri Pondok Kelapa 01 in constructing students' Social Divergent Thinking and to describe the interactions among librarians, teachers, and students during program implementation. This study employed a qualitative case study approach. Data were collected through observations, in-depth interviews, and documentation involving the head librarian, vice principal, librarian, teachers, and students selected using purposive sampling. Data were analyzed using the Miles and Huberman model with the assistance of NVivo software. The findings reveal that the implementation strategy consisted of three stages: planning, implementation, and evaluation, with implementation serving as the dominant stage. The strategy was carried out through Project-Based Learning, Mandatory Library Visits, Language Month, Bercermin, Kita Juara, and Rabu Berseri programs. These activities involved scaffolding and the Zone of Proximal Development (ZPD), encouraging interaction, collaboration, reflection, and the development of students' fluency, flexibility, originality, and elaboration. The study concludes that the school library work program strategy constructs students' Social Divergent Thinking through active, collaborative, and reflective learning experiences.

Keywords: *Library strategy; School library; School library work programs; Social Divergent Thinking; Social interaction.*