

Handicrafts programs and library transformation for social inclusion to develop Generation Z's hard skills

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ABSTRACT

Background: This study examines library transformation through social inclusion, focusing on skills development programs for Generation Z implemented by Omah Sinau and Ilham community libraries in Jambi City. There is a need for more information on how community libraries that are already based on social inclusion develop the knowledge and skills of Gen Z. **Purpose:** The study aimed to understand how Omah Sinau and Ilham community libraries have transformed into innovative and inclusive spaces and become hubs for creative, social, and digital activities for Gen Z. **Methods:** This study employed a qualitative research design. Informants were selected through purposive sampling, including government officials, community library managers, and Gen Z members. **Results:** Findings revealed that Gen Z female members were the dominant group, accounting for approximately 62%, and were primarily students. Findings also found that the skills development program involving handicrafts among Gen Z was implemented through exploration, socialization, and action phases. Findings also demonstrated that the handicraft products produced included bags, decorative flowers, piggy banks, decorative lamps, children's toys, souvenirs, hand soap, beads, food-grade items, and decorative flower stems. **Conclusion:** The Gen Z skills development program developed by Omah Sinau and Ilham community libraries is not merely about meeting their needs, but also a strategic step towards transforming libraries into relevant, innovative, and inclusive spaces. **Implication:** This study replicates the economic and skills empowerment of Gen Z, the transformation of spaces and facilities, and multi-stakeholder collaboration. It has implications for a paradigm shift in the functions of public libraries and motor learning methods (such as handicrafts) of Gen Z.

Keywords: Handicrafts; Transformation of Library Services; Hard skill; Social Inclusion; Gen Z

INTRODUCTION

The recent trend of libraries transforming into inclusive services is a social phenomenon that has attracted significant attention, especially among

academics and library practitioners between 2019 and 2023 (Karak, 2019; Widodo et al., 2025). This phenomenon became even more interesting with the introduction of the policy on *Transformasi*

Perpustakaan Berbasis Inklusi Sosial (TPBIS) or Social Inclusion-B, which, in 2023, served as Library Transformation (SIBLT) and provided a basis for strengthening the argument that libraries should transform into inclusive services. This phenomenon is interesting because it no longer merely defines libraries as places to store books, but also as places for social activities and community empowerment. Santoso as cited in Purniawati, (2020) assesses that there are at least three fundamental elements regarding the importance of libraries transforming into inclusive services, including to make libraries: (1) a medium for lifelong learning that creates various innovations and creativity in the community, (2) a center for community empowerment activities committed to improving the quality of life and welfare of the community, and (3) a center of culture through the preservation and promotion of the nation's cultural heritage. Based on the important concept of library transformation, the effect is as reported by the National Library of Indonesia that in the period 2021-2024, the number of libraries implementing inclusive services with a variety of independent programs has been carried out in 32 provinces or 76 regencies/cities and 706 villages/subdistricts (Purniawati, 2020). This achievement shows that the library transformation program to inclusive services has contributed positively to supporting literacy development. This contrasts with reports from several researchers that the practice of transforming inclusive library services across libraries has not yet yielded satisfactory results. Ruhukail & Koerniawati (2021) state that the lack of partnership networks has an impact on the ineffective management of inclusive library

services. Napitupulu (2024) has not been able to improve literacy conditions in Indonesia, due to a lack of innovation in services (Aisyah et al., 2025) and to the concept of service transformation failing to address community needs (Hamudy et al., 2025).

Enforcing inclusive library services is not an easy task due to several challenges and obstacles that will be encountered. The most crucial challenge faced by librarians is how to convince the public and raise awareness that the transformation of inclusive library services is intended not only as a place to access information but also as a place for the development of knowledge and skills through various social activities (Silvina et al., 2023). Other challenges include the community's pragmatic attitudes and behaviors (Husna et al., 2022), developments in information technology (Al Fatih & Wijayanti, 2018), government policies and support (Pratiwi & Heriyanto, 2022) and community response (Kerr & Hopkins, 2024). The lack of knowledge in innovation and creativity also contributes to the failure to bring up an inclusive library service management system. Krolak (2006) argues that it is essential for libraries to develop a library management system that considers social environmental factors to support community literacy. Libraries must be modified to become places for the community to innovate (Waxman et al., 2007), places to socialize, interact, and be creative, places for education and culture (Mady & Hewidy, 2025). Aol (2024) places arts and culture as the heart of regeneration, promoting their social and economic roles, and creating a dynamic creative economy. It also develops innovations in the form of skills aligned with community demands.

One of the strategies offered to realize inclusive library services that are in line with the *Transformasi Perpustakaan Berbasis Inklusi Sosial* (TPBIS) or Social Inclusion-Based Library Transformation (SIBLT) policy in 2023 is the concept of inclusive library services involving the participation of Generation Z (Gen Z) in library social activities, as practiced by the Omah Sinau and Ilham as community libraries in Jambi city. The concept of transforming inclusive library services by developing skills through handicrafts, with Gen Z participation has had a positive impact on library sustainability. This highlights the importance of encompassing Gen Z in the transformation of inclusive library services through various social activities, especially in developing handicraft skills. Tapscott (2009) in his book *Grown Up Digital: How the Net Generation is Changing Your World*, states that Gen Z will play a significant role in shaping the future society and economy, and has great potential to create positive change thanks to their technological skills and ability to understand social issues. Gen Z's technological capabilities are highly relevant and necessary for transforming inclusive library services. As a generation that grew up in the digital age, Gen Z possesses expertise in utilizing technology to access information, communicate, and interact, all of which can be integrated into social inclusion-based library services.

The concept above suggests that Gen Z is a human resource whose potential, talents, interests, and expertise need to be taken into account. Blackburn (2011) argues that inclusive library services must be supported by technology to develop Gen Z's skills and knowledge. Berens & Noorda (2023) state that Gen-Z possesses digital

skills relevant to inclusive library services. Irsan & Ridwan (2023), Silvina et al. (2023), and Brodowicz (2025) state that digital skills support improvements in community literacy. Haryanto et al. (2024) note that inclusive library services improve literacy and community welfare. Kerr & Hopkins (2024) state that inclusive library services can help change negative community behavior into more productive behavior. The importance of involving Gen Z in the concept of inclusive library services is key to ensuring that libraries remain relevant and become a friendly and comfortable place for everyone. By involving Gen Z, libraries can adapt to their needs and preferences, while maintaining their existence in the digital age.

This article focuses on 1) how Gen Z responds to the inclusive service program carried out by the Omah Sinau and Ilham community libraries of Jambi City, 2) what are the steps of the skills development program for Gen Z; 3) what forms of products are produced from the process of coaching and developing Gen Z handicraft skills; 4) what are the challenges and implications of transforming inclusive library services by engaging Gen Z participation through handicraft skills development services. The purpose of this study is to identify and analyze the systematic steps involved in designing and implementing specific handicraft skills development programs for Gen Z in the library environment.

There has been no study on the transformation of library services based on social inclusion in the form of craft skills development services for Gen Z. Existing studies focus more on the digital aspect, which is a characteristic of Gen Z. Other studies highlight fundamental changes in the way organizations provide value to

library users through the integration of digital technology and a shift towards community-centered models.

This study also produced a new concept in the form of steps to develop inclusive library service programs and activity models that focus on craft skill development services for Gen Z. This study also showed that inclusive library service programs that focused on craft skill development services have proven effective in encouraging social interaction among Gen Z. These programs not only provide opportunities for Gen Z to develop new skills, but also create space for collaboration, sharing ideas, and building stronger relationships among peers.

Transformation of Social Inclusion Library Services. In Indonesia, social inclusion-based library transformation began in 2018, intending to make libraries a center for inclusive activities that benefit all levels of society, regardless of background (Sartika, 2021). The focus of this program is to empower and develop community potential. The Indonesian National Library Report notes that there are 2018 community libraries, 1018 public reading spots, and 872 Special Private Libraries (Mallawa, 2022). These figures show that public awareness of the importance of building library-based literacy is improving. What is interesting in this study is that the concept of community-managed inclusive library services emphasizes empowering the millennial generation by developing handicraft skills. As a target for developing knowledge and skills in Jambi Province, a social inclusion-based library service transformation program has also been implemented since 2020.

Library service management transformation is an institutional management concept that responds to all

forms of social change, including technological developments and changes in community behavior. Harisanty et al. (2023) argue that libraries have transformed; they are now seen as public spaces with broad, unlimited functions. Shin et al. (2022) state that libraries must adapt to society's conditions and needs. Zhang (2019) notes that implementing management changes in an institution requires consideration of the organization's environmental conditions. According to Zhang, the organizational environment plays a crucial role in determining organizational strategy, and changes in the organizational environment influence changes in the organizational structure through strategic design and implementation. This demonstrates the crucial role of the sociocultural environment in library management.

The objectives of library service management transformation include improving library services, facilitating community needs, enhancing community welfare, increasing the efficiency of collection management and user services, meeting the needs of an increasingly digitally connected society, and building a strong foundation for future innovation. Sunyianto et al. (2023) note that library management transformation aims to improve optimal service, attract visitors, and enhance the library's usefulness as an information center. Haryanto et al. (2024) state that transforming library management can provide opportunities to disseminate knowledge and information to a wider audience, regardless of time or location. Wickramarachchi (2021) states that the goal of socially inclusive libraries is to support community literacy so that people can think critically and respond to current developments, thereby supporting

sustainable development. Therefore, it is essential to involve the community in the library management system so that its potential can be identified and developed in various forms that benefit the community's future.

Hard Skills Development Services for Gen Z. Gen Z skills development services in social inclusion libraries are service programs organized by libraries to help Gen Z develop a range of skills, from basic to more specialized, to improve their quality of life and participate more actively in society. Service programs focused on Gen Z are designed to meet the needs and interests of a generation that grew up with technology, prefers flexibility, and is highly digitally connected. This generation is also known for caring about sustainability and seeking personal and meaningful experiences.

Tapscott (2009), in his book *Grown Up Digital: How the Net Generation is Changing Your World*, describes Generation Z as a generation that will play a significant role in shaping the future of society and the economy, and has great potential to create positive change thanks to their technological skills and ability to grasp social issues. This concept highlights the importance of preparing Gen Z to hone their creativity through craft skills (Karmila & Husna, 2017).

As a generation born between 1997 and 2012 (Peredy et al., 2024), Generation Z has distinctive characteristics shaped by the technological developments and digital environment they experienced. Gentina (2020), in the book *The New Generation Z in Asia: Dynamics, Differences, Digitalization*, states that the distinctive characteristic of Generation Z is that they are digital natives, meaning they are born into the digital era and do not need to familiarize themselves

with it. Generation Z grows and develops with a dependence on technology and various technological tools (Kartika, 2023). Therefore, to serve Gen Z through inclusive library services, it is essential to understand their characteristics to avoid conflicts with the program's objectives. At the very least, several factors can be considered when serving Gen Z through inclusive library services for skills development. These factors include:

Social Ecology Approach. Ainia et al. (2024), on social ecology state the importance of studying the reciprocal relationship between humans and the environment, and how social interactions affect the environment and vice versa. This concept highlights the significance of understanding the complex interactions between individual and contextual factors in multicultural environments, including cultural identity, acculturation, discrimination, and the impacts on mental health (Lopez & Abadiano, 2023). This approach helps understand how the environment shapes Gen Z's behavior and views on literacy activities, including how they interact socially and with technology, how they face global challenges, and how they shape their identities. Understanding the Gen Z group includes their characteristics, goals, motivations, and expectations of the programs they participate in (Raidifi & Emiyati, 2024), as well as how to engage them in various social activities (Daffa et al., 2024).

Cognitive Learning Approach. This approach helps Gen Z develop critical thinking, problem-solving, and independent learning skills. This approach also aims to leverage technology and learning styles that align with Gen Z's preferences, encouraging them to become lifelong learners. Bafadal & Rosyid (2024)

emphasize that the skill development method for Gen Z involves remembering, understanding, applying, analyzing, evaluating, and creating.

Availability of Equipment and Raw Materials. In addition to social and learning approaches to skills development, other aspects that must be considered in social inclusion-based library services include the availability of raw materials, equipment and hardware, work methods (techniques), such as software and the skills applied in skill development (Sudana & Mohamad, 2023). In addition, Safira & Laksmi (2021), highlight the role of librarians in facilitating the information needs of the community, providing access to knowledge, learning, and social activities (Pratiwi & Heriyanto, 2022), developing skills and knowledge requires equipment and raw materials to generate economic value (Atmi et al., 2022), and providing access used by the millennial and Gen Z generations (Berens & Noorda, 2023).

RESEARCH METHODS

This study used a qualitative grounded theory approach to examine inclusive library service programs that focused on developing Gen Z skills at the Omah Sinau and Ilham community libraries. The field data collection process consisted of three stages. They were the Gen Z engagement stage, the program exploration stage with Gen Z, the program socialization stage, and the program implementation stage. Data were collected

through interviews, focus group discussions, and participatory observation with library managers and Gen Z. Data analysis began with raw data, which were coded and analyzed through constant comparison to identify patterns and relationships that led to the development of new concepts.

RESULTS AND DISCUSSION

Steps in Skills Development Service Program for Gen Z. Research was conducted in two libraries in different locations in the city of Jambi, where the implementation of inclusive library services had one thing in common: targeting Gen Z as a social group for skills development through handicrafts. One of the factors considered in targeting Gen Z as part of this service program was Gen Z's involvement in various social activities that attracted the attention of literacy activists, as stated in interviews that Gen Z had information technology skills and enjoyed collaborative social activities. This shows how crucial it is to embrace Gen Z as human resources who are expected to continue managing libraries, as they play a crucial role in the future of literacy development (Hamadeh, 2022). Both community libraries served as examples of libraries that could implement inclusive library service transformation by targeting Gen Z in their skill development services. The level of Gen Z participation from both libraries can be seen in the following table:

Table 1
Gender and Social Status of Gen Z

No	Library	Gender		Social Status			Total
		Male	Female	Elementery/High School students	University Students	Worker	
1.	Omah Senau	8	15	7	11	6	23
2.	Ilham	4	10	2	9	3	14

Source: Document of Omah Sinau and Ilham Libraries, 2024.

Table 1 outlines gender participation, with women as the dominant group in inclusive library services. This indicates that women have a natural preference or greater tendency to engage in work oriented towards community service and meeting the needs of others, which is often the focus of inclusive libraries. Second, social and cultural factors encourage women to choose professions in education and public service, including libraries. In terms of social status, students are the dominant group. In terms of social status, Gen Z students generally participate more than school children and workers.

Furthermore, this study found information on participants' ages in the inclusive library service programs offered by both libraries. The 21-25 and 26-30 age groups were the dominant age groups in these programs. Interview data from library managers indicated that the 21-25 age group was the ideal age for developing Gen Z skills through handicrafts. According to them, this age group tended to prefer practical activities. Isaacs et al. (2020) define this generation in terms of preferences, communication, preferred types of feedback, level of technology use, social media connectivity, and views on risk-taking. Gen Z is tech-savvy, prefers a collaborative, blended learning style and has social media-based communication skills (Isaacs et al., 2020). They want constructive feedback, are highly connected on social media, and are idealistic risk-takers (Isaacs et al., 2020); Chicca & Shellenbarger, 2018). On the other hand, Gen Z are digital natives who prefer independent learning styles with less passive but more visual and kinesthetic learning.

In the skills development phase of inclusive library services, the development

of Gen Z craft skills was carried out through the steps of embracing, socializing, and implementing the program.

Exploratory Phase Program for Gen Z. The introduction phase for Gen Z involves various social approaches to obtain information about Gen Z's responses to the programs offered (Berens & Noorda, 2023). This phase involves several approaches to convince Gen Z of the program's value. Based on field data, some obstacles to engaging or inviting Gen Z in inclusive library services programs included the difficulty of convincing them to participate in programs that offered handicraft skills training. As library managers stated, Gen Z tended to withdraw from social interactions. It was essential to understand that this was a complex phenomenon influenced by various factors, including technological developments and social change. Therefore, it is crucial to take a multifaceted approach to encouraging Gen Z to be open-minded and participate in this program. Field data showed that the approach used involved the role of parents, the community, and the government through moral support. This means that libraries need to collaborate with various parties to create an inclusive and attractive learning environment for Gen Z (Setiawan, 2024). Likewise, Moeins et al. (2024) highlight the importance of parental involvement, as it can increase Gen Z's confidence and willingness to engage in social interactions beyond their digital networks.

The approach that involved understanding and analyzing the characteristics and preferences of parents, government, and society, as well as involving them in the process, aimed to create more effective and sustainable policies or solutions and ensure that the

programs offered meet the needs and expectations of all parties, especially Generation Z. Additionally, in this phase, various attractive activities were offered to Gen Z.

Furthermore, information is disseminated through social media platforms such as WhatsApp, Facebook, and Instagram, as well as through banners promoting library services (Berens & Noorda, 2023). The use of social media aims to provide information to Gen Z users who cannot meet directly with library administrators.

Socialization Phase. Socialization is a crucial factor in introducing inclusive library service programs to the community. The programs are expected to help the community understand the objectives, benefits, and how to participate; build awareness (Cahya, 2024), encourage participation (Prasetyo, 2024), change behavior, strengthen social control; and preserve social values (Mady & Hewidy, 2025). For socialization to run well, effective communication between the management and the community is needed. Effective and transparent communication enables a clear understanding, active involvement, and community support for the program. This aligns with Sihombing et al. (2024), who argue that communication is a basic element of socialization because it plays a crucial role in forming and maintaining relationships between individuals.

The socialization phase is when librarians meet with the community and Gen Z to introduce an inclusive service program focused on handicraft skills training. The socialization phase aims to introduce, explain, and increase Gen Z's understanding of the program. Because the socialization process used by the Omah Sinau and Ilham libraries is participatory,

when delivering the program to the community, especially Gen Z, they are given the freedom to express their desires, needs, and expectations. The concept of participatory socialization for Gen Z emphasizes their active involvement in decision-making and development processes, with an approach that aligns with their lifestyle. In presenting the program, the library management explained the skills development service program, focusing on making handicrafts from various raw materials, the duration of the activities, concepts, principles and program details, as well as the values to be gained.

The management also encouraged community participation to motivate Gen Z to truly get involved and contribute positively to literacy development. Building awareness so that Gen Z could understand the impact on themselves and the community.

Action Phase. The action phase of the inclusive library service program, in the form of Gen Z handicraft skills training, is the implementation phase. Before implementing the Gen Z skills training, the library management adopted two main strategies: building a culture of literacy and implementing the activities. These strategies were implemented for Gen Z, the program's target audience.

Building Literacy Culture. The concept of building a Gen Z literacy culture through social inclusion library services is to provide available resources that enable Gen Z to love their social environment for activities and creativity. In this case, the Omah Sinau and Ilham libraries provided several resources to support this, including facilities for printed materials, WiFi access, handicraft materials and objects, and human resources in the form of tutors who

guided handicraft-making. The following are the results of interviews regarding the use of these resources.

Availability of printed literature sources. To support Gen Z's knowledge of handicraft skills, the library management has provided various literature sources, including monographs and serial publications, on handicraft techniques using various materials. These literature sources were obtained from tutors, purchases, and government and community grants. Based on interviews with the management, these literature sources were given to Gen Z to read, understand, and then practice. This model is part of an effort to build Gen Z's character and emphasize the importance of knowledge gained through reading, as well as the need to critique the knowledge and ideas being learned (Nabila et al., 2023).

Availability of WiFi. Providing WiFi facilities integrated with various digital literature, such as e-books and e-magazines. This service concept integrated Gen Z's need for information technology to help them develop their knowledge and skills independently. Rahmat et al. (2025) state that providing internet access will encourage Gen Z to create an environment that supports literacy, integrate literacy into daily activities, and develop literacy programs relevant to their interests. In addition, Nasution (2020) suggests that libraries need to integrate social, technological, creative, and entrepreneurial programs to attract Gen Z interest in literacy.

Availability of raw materials. Raw materials were the most important factor in the handicraft activities carried out by Gen Z at the Omah Sinau and Ilham libraries. In providing raw materials, the library management considered diversity, ease of

access, and sustainability. Raw materials were obtained from natural, recycled, or inexpensive, readily available sources. The raw materials used were generally plastic waste, pandan leaves, beads, wool yarn, used cans, and paper. The use of these raw materials was intended to strengthen environmental literacy and Gen Z's independence. Sihaloho & Rusliadi (2025) state that plastic waste recycling activities in the informal sector have economic potential. In addition, Kustanti et al. (2020) state that recycling waste is one effective way to avoid environmental pollution.

Availability of Human Resources: Instructors. The presence of human resources in the form of instructors in an organization that has a skills development service program is vital, because instructors contribute significantly to the success of skills development programs and the overall growth of the organization (Al-Kassem, 2021). In an inclusive library service program in the form of a handicraft skills development service program for Gen Z, library managers must consider how to provide human resources in the form of instructors who can teach Gen Z about handicraft skills. This is crucial for the program to continue and positively impact the community's welfare, especially Gen Z. Field data showed that tutors came from MSME, government agencies, and volunteer mothers within the library environment. Ashikuzzaman (2024) emphasizes the importance of partnering with professionals to support innovation in library services. Mukhlisa et al. (2025) state that instructors are needed who are adaptive, innovative, and utilize technology to create engaging and relevant learning experiences for Gen Z. Instructors who inspire Gen Z provide guidance and support in self-development by sharing

experiences, knowledge, and skills relevant to inclusive library service programs.

Making Handicraft Products by Gen Z. Handicraft-making activities involve creating products by hand, using tools to speed up the process. This activity is carried out using materials in accordance with the inclusive library service program being developed. The Gen Z handicraft skill development service is guided by tutors who are community volunteers around the library and by instructors from entrepreneurship institutions. Community involvement and government support further encourage library managers to continuously innovate in building community literacy.

Observational data showed that design and preparation were crucial steps before handicraft production began. The handicraft-making process involved several key steps: First, design the handicraft product to be made, including creating a sketch or pattern. Second, prepare the necessary tools and materials. Third, create the handicraft according to the design. The final step was to add finishing

touches, such as coloring or coating, to enhance the product's appeal. The process that Gen Z went through to complete a stage and produce a product reflected some of their main characteristics, namely academic ability, quick adaptation, results orientation, collaboration, and a desire to contribute to social issues. This showed that Gen Z, synonymous with technical and digital skills, was actually capable of achieving beyond those skills. For Gen Z, skills development services in the form of handicrafts posted a challenge in themselves, as interview results indicated that handicraft skills development services could provide valuable experiences that encouraged us to be more active in this program. Salvadorinho et al. (2024) state that skills development services aim to encourage goals and achievement, as well as independence and competence; Edward L. Deci and Richard M. Ryan note that these services aim to provide opportunities for self-actualization within the environment. The following are products created by the two libraries to develop Gen Z craft skills (Hamzah, 2020).

Table 2

Description of Handicraft Products and Processed Materials in Gen Z Skills Development Activities

No	Library	Handicraft Products	Material
1.	Omah Sinau	Bag making	Inorganic waste (plastic)
		Decorative flower making	Inorganic waste (plastic)
		Piggy bank	Inorganic waste (cans)
		Decorative lamps	Inorganic waste (bottles)
		Children's toys	Inorganic waste (plastic and glass)
		Decorative flowers	Inorganic waste (plastic)
		Souvenirs/gifts such as key chains, etc	Inorganic waste (plastic and glass, etc)
		Hand soap	Used oil
2.	Ilham	Bead making	Bead
		Food grade packaging	<i>Pandan</i> leaf
		Decorative flower stem	Wool yarn

Source: Document of Omah Sinau and Ilham Libraries, 2024.

Data 2 shows that the handicraft products produced through the Gen Z

skills training services at both libraries use materials sourced from inorganic and

organic waste, as well as inexpensive and readily available materials. Interview data indicated that utilizing inorganic materials for handicrafts was a creative and environmentally friendly approach. By recycling inorganic materials such as plastic, used paper, fabric scraps, and used bottles, a variety of unique and attractive handicrafts can be produced. The goal of utilizing waste, both organic and inorganic, can be a tool for educating and training Gen Z about a sustainable future. By showing how waste can be recycled, managed, and transformed into new, useful products, Gen Z can learn about the importance of sustainable practices and how they can contribute to environmental preservation. Meanwhile, the Ilham library, in developing Gen Z's handicraft skills, preferred to use inexpensive and easily obtainable materials such as beads, wool yarn, decorative paper, and *pandan* leaves obtained from community gardens.

Furthermore, to ensure that the products produced had economic value, library managers marketed them through various media and events. This means that after the products were completed, the Omah Sinau and Ilham libraries made various efforts to promote and sell them to consumers, using various marketing channels and participating in various activities such as social media (Instagram, Facebook, and WhatsApp) as well as Micro, Small, and Medium Enterprises (MSMEs) activities. One of the marketing programs developed by the Omah Sinau and Ilham libraries to promote Gen Z handicrafts was through edu-tourism. This program was a partnership with primary and secondary educational institutions, government agencies, and other literacy-based organizations. The marketing concept is to offer handicraft products as souvenirs or

gifts during visits from institutions. So, whenever groups or representatives from other institutions visit, they will be offered handicrafts. The library also educates visitors on how to make handicrafts, guided by Gen Z. This model provides opportunities for Gen Z to develop their knowledge and experience through partnerships with institutions that offer training in handicraft skills.

Challenges and Implications. The inclusion of library services in the handicraft skills development program not only seeks to develop the potential talents of Gen Z, but also encourages them to play an active role in various social activities, particularly in developing community literacy. In addition, this program aims to position the library as a literacy center available to all levels of society. Interview data with library managers indicated that “socially inclusive libraries are expected to improve information literacy for the community, and libraries based on information and communication technology can improve the quality of life of the community, increase welfare, encourage creativity, and reduce various gaps in access to formation.”

Implications. Inclusive library services focused on developing Gen Z's handicraft skills can have a positive effect. These services not only improve practical skills but also build self-confidence, expand social networks, and open up creative economic opportunities for Gen Z. Based on interview and observation data, several positive impacts of inclusive library services have been observed, including increased public awareness and understanding of libraries' functions and roles as places for independent learning. Encouraging the improvement of creative skills for Gen Z that can be developed in

creative economic activities and contribute to improving the welfare of society. Building positive community behavior through inclusive library services, enabling Gen Z to play a role in eradicating social ills. Building inclusive communities and fostering a healthy, dynamic environment.

In general, this study has implications for the lives of communities around the Omah Sinau and Ilham libraries. The benefits include community welfare, environmental safety and cleanliness, increased awareness of the importance of quality of life, increased literacy across various aspects, and reduced information access gaps. Meanwhile, for Gen Z, the benefits include access to new skills, economic opportunities, and broader opportunities for self-development, as well as the generation of innovative and applicable ideas and concepts for the further development of inclusive library services.

Challenges. The challenges of developing socially inclusive library services, especially those related to skill development activities for Gen Z, include advances in information technology. Recent developments and innovations in information technology also have implications for Gen Z's behavior, which tends to be instant and impatient, as well as for Gen Z's preference for interactive, digital learning experiences. Challenges such as these require libraries to be adaptive to the latest innovations in information technology. Elizabet Santosa states that Gen Z's tendency toward instant gratification and impatient is influenced by their ambition to succeed, greater self-confidence, and desire for recognition (Adityara & Rakhman, 2019). In addition, Stillman et al. (2019) argue that the most prominent characteristic of Gen Z is their

proficiency and interest in technology. If this tendency becomes excessive, it can impact social interactions. Conditions such as these pose a challenge for engaging Gen Z in inclusive library services. Another crucial challenge is the limited resources of raw materials, funding, and community support for inclusive library service programs, literature collections, and facilities. Interview data indicated that the most significant challenge faced by library managers today is the community's low level of understanding and awareness of the benefits and potential of inclusive library services, especially among Gen Z.

CONCLUSION

This study shows that transforming inclusive library services by involving Gen Z through craft skill development programs has a positive impact on library sustainability. However, to involve Gen Z and keep them active, requires various approaches, given their tendency to be changeable or unstable. The approaches taken by the Omah Sinau and Ilham community libraries in this regard involve the participation of parents, the government, and the community. Another approach is to cater to Gen Z's characteristics by offering programs that align with their talents, interests, and aspirations. These approaches have an effective impact on every process or phase of implementing Gen Z handicraft skill development services, from the exploration stage through the socialization stage to the program implementation stage. For library managers, engaging Gen Z in inclusive library services is not only about meeting their needs but also a strategic step to transform libraries into relevant, innovative, and inclusive spaces for all. This study is a qualitative study that

focuses solely on the perceptions and subjective experiences of a small number of Gen Z participants in two libraries in Jambi city. Therefore, these findings are highly context-specific and cannot be generalized to the entire Gen Z population in Indonesia with different library characteristics. However, further research is recommended to investigate a wider range of public libraries in Indonesia while continuing to involve Gen Z as the target audience of social inclusion library services to ensure the sustainability of literacy programs.

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AUTHOR'S CONTRIBUTION

MR: Conceptualization, methodology, data analysis, original draft-writing, editing and supervision, investigation, data curation. Visualization, editing and supervision, review and editing, investigation, validation, writing, data curation, original drafts.

MH. Conceptualization, methodology, formal analysis, writing-review and editing, validation.

CONFLICT OF INTEREST

All authors state that they have no conflict of interest related to this research and manuscript.

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DATA AVAILABILITY

The qualitative data produced in this study have been included in the manuscript in the Repository of the Sulthan Thaha

Saifuddin Jambi State Islamic University, but they are accessible only in the abstract.

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