



A teacher-librarian collaborative model in designing literacy learning in the era of the Merdeka curriculum

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Abstract. This study aims to design a collaborative model between teachers and librarians in literacy learning aligned with the principles of the Merdeka Curriculum at Mutiara Bunda Elementary School in Bandung. The urgency of this research stems from the ongoing gap between curriculum demands and the limited collaboration among key stakeholders in literacy instruction. A qualitative approach with a case study design was employed to explore in depth the collaborative practices within an elementary school that has implemented the Merdeka Curriculum since 2022. Participants comprising teachers, the librarian, the principal, and students were selected through purposive sampling based on their active involvement in literacy activities. Data were gathered through interviews, participatory observations, and document analysis, and analyzed using thematic techniques. The findings reveal that teacher-librarian collaboration occurs through joint planning, project-based literacy implementation, and regular evaluations. Librarians take on expanded roles as facilitators and

co-educators. The resulting model repositions the school library as a learning commons, enhancing students' engagement, reading interest, and critical thinking. Despite challenges such as limited coordination time and insufficient thematic materials, the collaboration demonstrates positive impacts. The study recommends collaborative training programs and institutional policies to support cross-professional integration. The model is adaptable for other schools aiming to strengthen literacy learning under the Merdeka Curriculum framework.

Introduction

To improve the quality of education in the 21st century, the Indonesian government launched the Merdeka Curriculum to provide greater flexibility and relevance in learning design. This curriculum encourages student-centered learning, emphasizing differentiated instruction, project-based learning, and the strengthening of literacy competencies, including reading, information, digital, and cultural literacies (Guo & Yu, 2023). However, limited access to literacy resources and low student motivation to read still need to be addressed (Nadifa & Zulvani, 2024; Purnadewi & Widana, 2023). The curriculum's ultimate aim is to develop students' critical thinking, creativity, and character through contextual and meaningful learning experiences (Lestari et al., 2021).

However, ideal expectations in the Merdeka Curriculum often clash with conditions found in schools. Many elementary schools, despite implementing the curriculum, still struggle with

developing literacy instruction that is innovative and integrated (Widana et al., 2023). At Mutiara Bunda Elementary School in Bandung, which has adopted the Merdeka Curriculum since 2022, literacy learning programs such as reading corners and thematic projects are actively promoted. Yet, preliminary observations show that librarians are still limited to administrative roles, such as managing collections and circulation. Their involvement in planning and implementing literacy instruction is minimal and unsystematic.

Moreover, Mutiara Bunda Elementary School in Bandung lacks structured coordination mechanisms between teachers and librarians, resulting in fragmented literacy initiatives. Teachers frequently plan literacy activities independently, often due to time constraints or the assumption that librarians are not pedagogically trained. In several cases, literacy activities are implemented as one-off events rather than as part of a continuous and integrated instructional sequence. These fragmented efforts have a limited impact on students' long-term literacy development. As a result, the potential contribution of the school library and librarian in supporting inquiry-based, project-oriented, and contextual literacy learning remains largely untapped. This situation highlights the need for a more structured, participatory, and sustainable collaboration model between teachers and librarians to support the holistic vision of literacy education promoted by the Merdeka Curriculum.

This condition reflects a broader issue: the gap between policy expectations and school-level implementation. While the Merdeka Curriculum emphasizes collaboration and interdisciplinary synergy, in practice, collaboration between teachers and librarians, who are both key stakeholders in literacy development, is often underdeveloped. This study addresses that gap by exploring how teacher-librarian collaboration can be systematically developed to support literacy instruction.

Previous research has shown that collaboration between teachers and librarians can significantly enhance literacy outcomes. Chen et al. (2022) through the Guided Inquiry model, emphasized the role of librarians in facilitating student inquiry and information use. Merga (2019) highlighted the importance of mutual respect, joint planning, and clear communication in successful collaborations. Hidayah & Nasihudin Ali (2024) found that librarians play a strategic role in digital literacy instruction. While, Pratiwi et al. (2022) demonstrated that literacy programs integrated with library resources contribute to a stronger reading culture. Nonetheless, most of these studies remain descriptive and rarely offer structured collaborative models that schools can apply. Recent studies provide such frameworks. Green & Chassereau (2023) modeled Guided Inquiry partnerships, demonstrating that teacher candidates in co-designed units come to view librarians as co-teachers. Koh et al. (2022) identified librarian roles such as co-planning, co-teaching, and co-assessing in inquiry and maker-learning environments, underscoring structured routines. And Colvin & Croft (2024) identified key indicators relationship-building, learning relevance, small-scale initiation, and advocacy as foundational for successful librarian–teacher collaboration.

A key research gap also lies in the lack of context-based studies that explore how collaboration unfolds in schools that have implemented the Merdeka Curriculum. There is insufficient evidence on how the roles, responsibilities, and interactions between teachers and librarians can be aligned with curriculum demands. Moreover, collaboration is often seen from the teacher's perspective, without a balanced view of the librarian's pedagogical contributions. Therefore, this study aims to bridge that gap by developing a structured, participatory collaborative model between teachers and librarians that supports literacy learning under the Merdeka Curriculum framework.

This research is grounded in theories of collaborative pedagogy (Wise et al., 2021), inquiry-based learning (Lower-Hoppe et al., 2021), and the learning commons model (Wallin & Diller, 2023), which position the librarian as a co-educator. These theoretical perspectives inform the criteria and

standards for the collaboration model developed in this study, such as role clarity, shared planning mechanisms, instructional support, and literacy outcome indicators. Collaborative pedagogy emphasizes joint responsibility among educators, fostering mutual respect, shared goals, and co-reflection as essential components in designing meaningful learning experiences (Omodan, 2021). Inquiry-based learning encourages students to construct knowledge through questioning, exploration, and critical analysis processes that require strong guidance from both teachers and librarians in accessing and evaluating information resources (Sam, 2024). Meanwhile, the learning commons model reconceptualizes the school library as a flexible, participatory, and student-centered learning space that integrates digital tools, thematic zones, and collaborative instruction to support 21st-century competencies (Maciejewski, 2020).

By integrating these frameworks, this study builds a holistic understanding of how interprofessional collaboration can function effectively within the context of the Merdeka Curriculum. The theoretical synthesis also supports the development of practical design principles, including the co-creation of literacy materials, alignment of instructional objectives, and reflective assessment processes. This foundation ensures that the resulting model is not only grounded in empirical data but also situated within globally recognized educational theories that advocate for inclusive, inquiry-driven, and collaborative learning environments.

Based on the above, the research problem can be formulated as follows: How can a collaborative model between teachers and librarians be developed to support literacy learning under the principles of the Merdeka Curriculum at Mutiara Bunda Elementary School in Bandung? The purpose of this study is to design a collaborative model between teachers and librarians in designing literacy learning aligned with the Merdeka Curriculum at Mutiara Bunda Elementary School in Bandung. The model is expected to be contextually relevant, theoretically grounded, and practically applicable to improve the quality of literacy learning in elementary schools implementing the Merdeka Curriculum.

Method

This study employs a qualitative approach with a case study design aimed at gaining an in-depth understanding of the collaboration between teachers and librarians in literacy instruction at Mutiara Bunda Elementary School in Bandung. The case study method was chosen because it allows for a comprehensive exploration of contextual dynamics within a specific environment (Yin, 2019). The research follows the model development stages proposed by (Mertler, 2024), which include field exploration, model formulation, validation, revision, and limited trial implementation to ensure the systematic construction of a collaborative model. Participants in this study include classroom teachers, subject teachers, the school librarian, the principal, and students, all of whom were selected through purposive sampling based on their involvement in literacy learning activities under the Merdeka Curriculum. The research was conducted at Mutiara Bunda Elementary School in Bandung, a private school that has implemented the Merdeka Curriculum since 2022. The study was carried out over one academic semester in 2024, covering various phases of program planning, implementation, and evaluation.

Data collection employed triangulation techniques, including semi-structured in-depth interviews, participatory observation, and document analysis. The interviews followed the technique outlined by Karhulahti & Backe (2021), allowing researchers to gather detailed and contextual narratives from each informant. Observations were conducted based on the participatory observation method proposed by Creswell & Poth (2016), enabling the documentation of real-time collaboration practices between teachers and librarians. Supporting documents such as lesson plans, literacy activity reports, and student portfolios were analyzed to reinforce the qualitative

findings. To ensure data validity, source and method triangulation were used as described by Arianto (2024), involving comparison across different types of data and multiple informants to improve credibility and confirmability.

Thematic analysis, as developed by Braun & Clarke (2025), was applied as the data analysis technique. The analysis involved six stages: familiarization with the data, generation of initial codes, search for emerging themes, review of themes, definition and naming of themes, and final report writing. From this process, several core themes were identified, including role synergy, innovation in literacy activities, student engagement, and challenges related to coordination and time. The criteria for analysis were derived from the need to build a collaborative model that accurately reflects the dynamics of teacher–librarian partnerships in literacy instruction aligned with the Merdeka Curriculum. These procedures allowed for the development of a grounded, practical model to improve literacy learning in primary schools.

Results and Discussion

Research Findings

This study aims to design a collaborative model between teachers and librarians in literacy learning aligned with the principles of the Merdeka Curriculum at Mutiara Bunda Elementary School in Bandung, which has implemented the Merdeka Curriculum since 2022. Data were collected through triangulation techniques, including in-depth interviews, participatory observations, and document analysis. The data were then reduced, categorized, and analyzed thematically to uncover patterns of collaboration, emerging challenges, and innovation in literacy practices.

From the interviews with class teachers, subject teachers, librarians, the school principal, and students, a recurring theme of structured but informal collaboration emerged. Teachers and librarians conducted weekly coordination meetings to plan thematic literacy programs, choose appropriate reading materials, and design literacy activities tailored to students' characteristics. For instance, one teacher noted that they “do not work alone” and emphasized the importance of literacy team meetings where librarians contribute books and sometimes assist in classroom sessions. Similarly, the librarian highlighted their evolving role, stating that they help find reading materials aligned with weekly learning themes and suggest interactive reading strategies.

Observational data reinforced these interview findings. During a literacy session on the theme of “Indonesian Heroes,” the teacher facilitated discussions while the librarian guided students in exploring biography collections. This division of roles demonstrated *role synergy*, where instructional responsibility is shared to enrich students' learning experiences. Observations also showed that the librarian led read-aloud sessions and post-reading reflections, encouraging students to write poems or summaries, indicating a transition from a traditional librarian role to an instructional partner.

The document analysis, including weekly program plans and literacy activity logs, revealed institutional support for this collaboration. Since 2022, the school has formally included the librarian in the School Literacy Development Team, with scheduled monthly evaluations. Supporting documents such as a mini-syllabus for literacy, literacy activity rubrics, and reading logs suggest that the librarian is actively involved in instructional design and assessment. This is further confirmed by interview data from the principal, who emphasized the school's commitment to cross-role collaboration as part of the Merdeka Curriculum implementation.

The data from student interviews also aligned with these findings. Students reported that literacy sessions led by librarians were more enjoyable and helped them better understand the material. One student noted that “when we learn with the librarian... it makes things easier to understand

and much more fun.” These statements demonstrate increased student engagement and motivation, particularly when literacy learning was delivered through collaborative, project-based approaches.

By reducing and triangulating data across sources, four key themes were identified: (1) *Role Synergy* between teachers and librarians in planning and instruction; (2) *Collaborative Innovation* in designing interactive, project-based literacy activities; (3) *Student Engagement* through meaningful literacy experiences; and (4) *Technical Challenges*, such as limited coordination time and insufficient reading resources.

The connection between these themes forms a cohesive foundation for the development of a new collaborative model. First, role synergy enables more comprehensive lesson planning that integrates informational resources with instructional design. Second, innovation in collaborative activities fosters creativity and relevance in literacy instruction. Third, student engagement acts as a measurable outcome of effective collaboration. Finally, the challenges identified point to necessary structural supports, such as institutional time allocation and joint training programs.

Thus, the findings from interviews, observations, and document analysis not only affirm the presence of teacher–librarian collaboration but also reveal its structural, pedagogical, and institutional dimensions. These results serve as the empirical basis for formulating a new collaborative model that other schools can adapt to strengthen literacy instruction aligned with the Merdeka Curriculum.

To ensure that the results from interviews, observations, and document studies were meaningful, the data were systematically reduced through coding, categorized thematically, and interpreted based on recurring patterns across sources. Thematic coding revealed consistent alignments in perceptions and practices among all research subjects, teachers, librarians, principals, and students, demonstrating shared understandings about the importance of joint planning, thematic resource integration, and the librarian’s instructional role. The triangulation of these sources established a coherent narrative in which librarians emerged not as passive supporters but as co-educators, deeply engaged in the teaching-learning process.

This interconnection among qualitative data sources serves as the foundation for formulating a new conceptual model of collaboration. The common thread uniting the data is the mutual dependency between pedagogical planning and resource facilitation. Teachers rely on the librarian’s expertise in information curation and student literacy engagement, while librarians gain instructional relevance by participating in classroom-based literacy design. This synergy, supported by institutional structures and evidenced through documented routines and learning outputs, substantiates the formulation of the Teacher–Librarian Collaborative Literacy Learning Model. It is this model that encapsulates the key findings and transforms them into a structured, replicable approach for improving literacy instruction in line with the Merdeka Curriculum.

The results of this study show that the collaboration between teachers and librarians at Mutiara Bunda Elementary School in Bandung has been intensive and systematic in designing and implementing literacy learning based on the Merdeka Curriculum. The collaboration includes joint planning, project-based implementation, and literacy activity evaluation. The librarian plays an active role as a facilitator and teaching partner, not just a book manager.

The use of the library as a collaborative learning space has also been a significant supporting factor. The integration of literacy learning with the Merdeka Curriculum approach has increased student participation and motivation in literacy activities.

These findings also enrich the discourse on interprofessional teaching models at the elementary school level and emphasize the importance of librarians as pedagogical subjects in the context of 21st-century education.

Discussion

This study aims to design a collaborative model between teachers and librarians in literacy learning aligned with the principles of the Merdeka Curriculum at Mutiara Bunda Elementary School in Bandung. The central concept developed is the Teacher–Librarian Collaborative Literacy Learning Model, which redefines the role of the librarian from merely a collection manager to an instructional partner. This model consists of three primary components: (1) functional synergy in instructional planning and implementation, (2) participatory alignment with curriculum themes and student characteristics, and (3) shared learning spaces that promote literacy through the learning commons framework. These elements together form a conceptual framework that can be adopted by other elementary schools implementing the Merdeka Curriculum.

The novelty of this model lies in its operational structure, which includes scheduled coordination routines, co-designed project-based activities, and student engagement mechanisms such as read-aloud and post-reading reflections. It provides a clear roadmap for implementing literacy instruction that is differentiated, contextual, and collaborative, thus aligning with the core principles of the Merdeka Curriculum (Yanti et al., 2024). This collaborative literacy model bridges a critical gap in the literature, offering not only a descriptive account of collaboration but also a structured theory that can be tested and refined across different school contexts. Durriyah et al. (2024) emphasize that interactive read-aloud activities, integrated with quality texts and reflective discussions, enhance students' literacy engagement and comprehension. Additionally, Webber et al. (2024) illustrate how school librarians act as agents of reading culture and student autonomy, through orchestrated reflection and read-aloud routines in secondary contexts. Meanwhile, Rukmana et al. (2023) documented a successful collaboration model between literacy educators and community reading centers emphasizing scheduled coordination, shared planning, and reflective post-read discussions leading to enhanced literacy enthusiasm. Since literacy has become a primary need that must be fulfilled, it is therefore important to implement a culture of literacy, especially within the school environment (Kamila, 2022; Syam et al., 2024).

The findings of this study substantiate and expand upon several previous studies. Chen et al. (2022), through the Guided Inquiry model, emphasized the librarian's role in facilitating students' information exploration and critical thinking, a role that this study confirms and contextualizes within Indonesian elementary schools. Similarly, Merga (2019) found that mutual respect and collaborative planning between teachers and librarians significantly support student literacy outcomes, which is echoed in the co-teaching routines observed at Mutiara Bunda Elementary School. Furthermore, Hidayah & Nasihudin Ali (2024) highlighted librarians' roles in promoting digital literacy, which this study incorporates into project-based activities that leverage both print and digital resources. While, Pratiwi et al. (2022) demonstrated that literacy programs integrated with library resources contribute to a stronger reading culture. Nonetheless, most of these studies remain descriptive and rarely offer structured collaborative models that schools can apply. Green & Chassereau (2023) modeled Guided Inquiry partnerships, demonstrating that teacher candidates in co-designed units come to view librarians as co-teachers. Koh et al. (2022) identified librarian roles such as co-planning, co-teaching, and co-assessing in inquiry and maker-learning environments, underscoring structured routines. And Colvin & Croft (2024) identified key indicators relationship-building, learning relevance, small-scale initiation, and advocacy as foundational for successful librarian–teacher collaboration.

This research draws on contemporary interpretations of the learning commons model, where school libraries are reimagined as flexible, user-centered learning hubs with open layouts, thematic zones, and digital learning supports that foster creativity and collaboration (Wallin & Diller, 2023). Observations of Mutiara Bunda library confirm this transformation, where open spaces, thematic literacy corners, and digital access points reinforce active student participation. The model also aligns with modern interprofessional collaboration frameworks, which emphasize shared responsibility, mutual expertise, and reflective practice among practitioners (Neubauer et al., 2024). Further evidence supports this alignment. Gourvennec et al. (2024) found that structured team-teaching routines with shared responsibility correlate with improved student outcomes in collaborative learning environments. Additionally, a mixed-methods study in literacy classrooms confirmed that shared responsibility between co-teachers predicted significant increases in students' reading achievement, especially when roles and planning were explicitly defined.

The study diverges from prior research in its methodological contribution; it applies a participatory model development approach, engaging stakeholders such as teachers and librarians in co-designing frameworks and practical tools that include literacy syllabi, planning templates, and outcome rubrics developed collaboratively (Saib et al., 2023). This distinguishes the study from previous works that tend to remain normative or perception-based. Moreover, it addresses a documented gap in the literature, despite extensive research on teacher–librarian collaboration, recent studies highlight a lack of structured, co-developed planning tools and frameworks facilitating integrated instruction.

Emerging studies provide concrete participatory frameworks. Yip et al. (2020) outlines a democratic design model where librarians co-design educational activities with students, positioning librarians as equal partners in participatory design processes. Nicholson et al. (2022) propose co-teaching as a form of co-design, showing that teachers actively engaging in designing educational technology leads to more effective integration and ownership. Additionally, Tavares et al. (2020) present a participatory framework for developing educational tools with teachers, detailing iterative stakeholder engagement phases and emphasizing shared decision-making throughout the design cycle.

The Teacher Librarian Collaborative Literacy Learning Model developed through this study offers both theoretical enrichment and practical relevance. It stands as a replicable and adaptable framework for enhancing literacy instruction in primary schools, with the potential to support national educational goals under the Merdeka Curriculum. Future researchers are encouraged to adopt, modify, and test this model in varied contexts to expand the body of knowledge on collaborative pedagogy and literacy learning.

This study reveals the emergence of a structured and replicable collaboration model between teachers and librarians within the context of literacy instruction aligned with the Merdeka Curriculum. The central concept developed is the Teacher Librarian Collaborative Literacy Learning Model, which redefines the role of the librarian not merely as a resource manager but as an instructional partner actively involved in the planning, implementation, and evaluation of literacy learning. This model emphasizes role integration, joint instructional planning, and collaborative evaluation in supporting students' literacy development.

The model also introduces three operational dimensions: (1) functional synergy in instructional roles, (2) participatory curriculum alignment, and (3) shared literacy facilitation spaces (learning commons). These components form a theoretical framework that can be replicated and adapted by other elementary schools implementing the Merdeka Curriculum. The model is not only derived

from grounded data but also visualized through a diagram that outlines the interaction between key actors (teachers and librarians).

Compared to previous studies, this research moves beyond merely descriptive observations. While [Merga \(2019\)](#) This study emphasizes the value of collaboration rooted in mutual respect and joint planning. It operationalizes those principles into a practical, school-tested model that includes routines, defined roles, and measurable outcome indicators. Whereas [Hidayah & Nasihudin Ali \(2024\)](#) identified the potential of librarians in digital literacy education at the elementary level, this study places librarians in a more integrative role as strategic learning partners within the literacy development process. Recent evidence supports the direction [Centerwall \(2024\)](#) describes how school librarians lead and structure interdisciplinary projects, co-teaching, planning, and advocating, thus embedding librarian expertise directly into classroom practices. Moreover, [Green & Chassereau \(2023\)](#) demonstrate the effectiveness of guided-inquiry co-teaching models, wherein librarians and teachers collaboratively design and implement literacy units, resulting in pre-service teachers recognizing librarians as genuine co-teachers.

Furthermore, this study identifies both enabling and constraining factors in the implementation of teacher librarian collaboration, such as the necessity of formal policy support, the availability of shared literacy planning tools, and the flexibility of scheduling. These findings offer practical recommendations for school leaders aiming to institutionalize such collaboration sustainably. The model is also aligned with existing national policy instruments, including the School Literacy Movement (GLS) and the Pancasila Student Profile Strengthening Project (P5), making it highly relevant in supporting the broader goals of the Merdeka Curriculum ([Suhardita et al., 2024](#)).

This study presents a novel theoretical contribution in the form of the Teacher–Librarian Collaborative Literacy Learning Model. The model functions as both a conceptual and practical tool that bridges the gap between curriculum policy and instructional practice. It embodies the core values of the Merdeka Curriculum, such as student-centered learning, interdisciplinary collaboration, and character education. By outlining clear procedures, defining shared roles, and visualizing collaborative structures, the model offers a promising framework for advancing collaborative pedagogy and literacy learning in elementary schools.

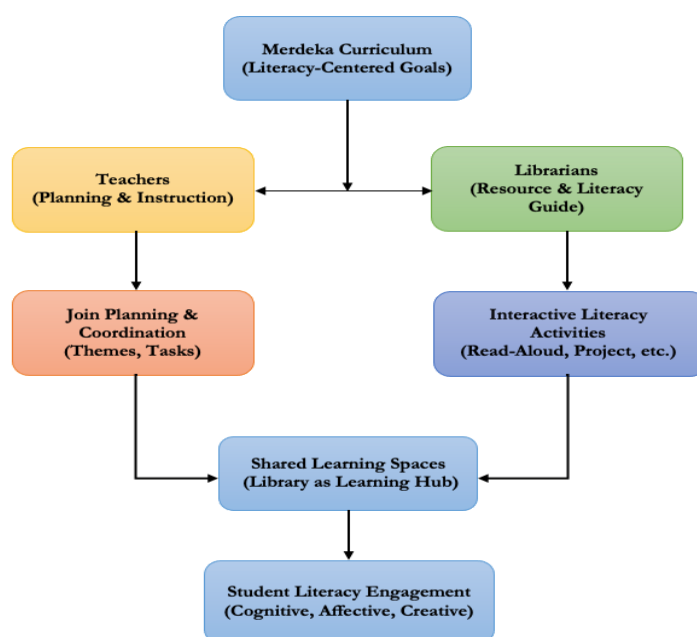


Image 1. Teacher–Librarian Collaborative Literacy Learning Model

The Teacher–Librarian Collaborative Literacy Learning Model is a conceptual representation derived from research conducted at Mutiara Bunda Elementary School within the context of the implementation of the Curriculum Merdeka. This model illustrates how collaboration between teachers and librarians is carried out in a structured and continuous manner in designing, implementing, and evaluating literacy learning. At the top of the model, Curriculum Merdeka serves as the foundational framework, emphasizing literacy as a core competency through project-based, contextual, and student-centered learning approaches. These principles serve as the shared reference point for teachers and librarians in building synergy.

At the core of the model, a two-way relationship between teachers and librarians is displayed, reflecting their equal positions as learning partners. Teachers are responsible for planning teaching strategies and assessments, while librarians play the role of literacy facilitators and information providers. This relationship is fostered through regular coordination meetings that result in joint planning, the selection of thematic reading materials, and the integration of literacy activities into classroom instruction. The element of Joint Planning & Coordination demonstrates how this collaboration is manifested in real activities oriented toward learning themes and student needs.

Furthermore, the model includes Interactive Literacy Activities as tangible outcomes of the collaboration. Activities such as read-aloud, book discussions, reflective writing, and literacy-based exploratory projects serve as platforms for building interactive and meaningful learning experiences. In practice, the librarian is not merely a book provider, but also guides students in finding, understanding, and using information. The library is thus transformed into Shared Learning Spaces, flexible, interactive, collaborative learning environments that support thematic exploration, aligning with the concept of learning commons as implemented in the school's practice.

At the final stage of the model, the result of the entire collaborative process is presented, namely Student Literacy Engagement. Research findings indicate that students participating in this collaborative literacy learning experience exhibit improvements in cognitive (understanding), affective (interest and enjoyment in reading), and creative (ability to express themselves through various works) aspects. This indicates that collaboration between teachers and librarians not only strengthens the learning process but also directly impacts students' holistic literacy development.

This model represents a collaborative process not merely based on task division, but also on shared understanding, role integration, and learning spaces that support active student engagement. It aligns with research findings that emphasize the importance of joint planning, innovative activities, library space transformation, and institutional support as key elements in the success of literacy learning in the era of Curriculum Merdeka. To ensure the model's sustainable implementation, the research also emphasizes the importance of institutional policy support. This includes providing dedicated time for coordination, collaborative training for teachers and librarians, and evaluation tools to measure student engagement and learning outcomes. While contextual, the model remains flexible, making it adaptable for other schools implementing Curriculum Merdeka, with consideration of their students' characteristics and available resources. Thus, this model not only reflects real-world practice but also offers a conceptual framework that can serve as a reference for developing teacher–librarian collaboration in designing literacy learning at the elementary school level more broadly.

Conclusion

This study aims to design a collaborative model between teachers and librarians in literacy learning aligned with the principles of the Merdeka Curriculum at Mutiara Bunda Elementary School in

Bandung. The results of the study go beyond evaluating the existing collaborative practices, which have been intensive and structured, by producing a theoretical contribution in the form of the Teacher–Librarian Collaborative Literacy Learning Model. This model represents a new theory that redefines the librarian’s role from merely a collection manager to an active pedagogical partner engaged in the planning, implementation, and evaluation of literacy instruction. The theory is constructed upon three core dimensions: (1) functional synergy between teachers and librarians in instructional design, (2) participatory alignment with curriculum themes and student characteristics, and (3) the utilization of shared learning spaces based on the learning commons concept. These findings are in line with the stated research objective to develop a contextual, theory-based, and practically applicable collaboration model to improve literacy learning in primary education. In addition to advancing the theory of interprofessional collaboration in basic education, this model addresses the gap between Merdeka Curriculum policy and actual literacy teaching practices in schools.

Based on the findings and the new theoretical model, it is recommended that schools and education policymakers adopt teacher–librarian collaboration as a systemic strategy for implementing the Merdeka Curriculum. First, collaborative professional development programs, such as co-teaching training, should be continuously developed to enhance the pedagogical and information literacy competencies of both professions. Second, schools need to establish policies that allocate dedicated time and formal structures for joint planning and evaluation. Third, thematic reading collections, both print and digital, must be enriched and adapted to students’ needs and interests. Fourth, regular evaluations of the model’s effectiveness should be conducted using measurable indicators, such as improvements in students’ literacy skills and the librarian’s involvement in instruction. Finally, this model can be replicated in other schools with appropriate contextual adjustments and serve as a reference for developing school-based literacy policies and strengthening the role of librarians as educators in the 21st century.

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