

ABSTRACT

This study explores the meaning constructed by the founders of The Room 19 in creating the atmosphere of a new public space through an independent library. The Room 19 was established as a response to the lack of inclusive literacy spaces and the desire to create a library that not only offers reading materials but also functions as a safe, open, and participatory environment. The purpose of this research is to understand the background and meaning of the founders in developing this reading space as an alternative public sphere that addresses the social needs of the society. This study employs a qualitative approach using phenomenological methods and a constructivist paradigm. Data were collected through in-depth interviews, observation, and documentation. The findings indicate that childhood experiences, social reflection, and the rigidity of conventional libraries served as motives behind the initiative. Meanwhile, the founders goals reflect a desire to create a literacy-based public space that supports active community participation. The Room 19 represents a new form of public space that not only promotes literacy but also provides an inclusive, open, and expressive space for social interaction.

Keywords: *independent library, meaning-making, phenomenology, public space, The Room 19.*