Implementation of Reading Spaces through Community Literacy Movement Activities in the Quran Learning Center of Tambun Selatan Village

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ABSTRACT

The Community Literacy Movement is an initiative aimed at strengthening lifelong learning awareness by utilizing the collective abilities of the community. A reading corner is an example of using a small space to make books more accessible and encourage interest in reading. Establishing a reading corner offers wide-ranging benefits, as it is expected to stimulate the community's interest in reading. The partner for this initiative is the Quran Learning Center (TPA) in Tambun Selatan. The challenges faced by the partner include the lack of dedicated infrastructure to promote a reading culture and a shortage of reading materials as basic literacy resources. These factors contribute to the low literacy culture in the area. The proposed solution involves transforming a room into a reading corner by providing the necessary infrastructure to support literacy activities. Additionally, training sessions will be conducted as part of a knowledge-sharing effort to provide information on the use of information technology to enhance learning activities at the TPA. Overall, the partner has found the proposed program beneficial, with the evaluation survey results showing a 100% satisfaction rate.

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INTRODUCTION

In 2022, Indonesia's reading literacy score declined compared to 2020, marking the lowest recorded score in recent years (Muhammad, 2023). The data on Indonesia's literacy scores are as follows: 371 in 2000, 393 in 2006, 402 in 2009, 396 in 2012, 371 in 2018, and 359 in 2022 (Danur Lambang Pristiandaru, 2023)(Safitri et al., 2022). Literacy remains a significant issue that needs to be addressed, especially in anticipation of "Golden Indonesia" in 2045. To become a developed country, Indonesia must improve its literacy quality, particularly in regions where education levels remain low. One province categorized as having low literacy activity is West Java, with a percentage of 39.47% (Solihin et. al., 2019). Figure 1 presents data on the literacy index for each province along with their respective criteria.
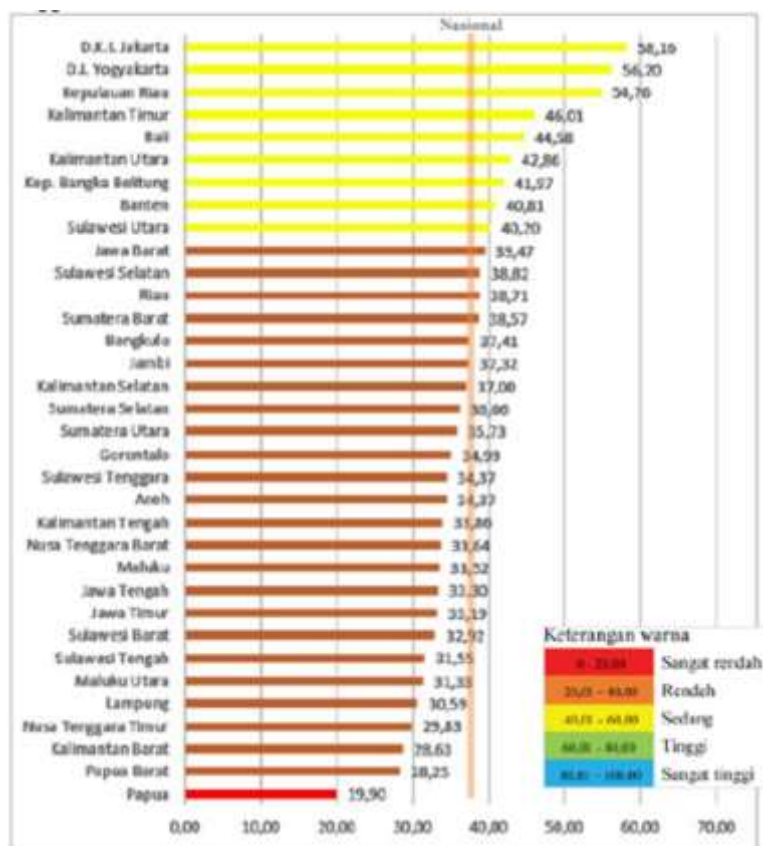

Figure 1. Activity Implementation Stages

The Community Literacy Movement is an initiative aimed at strengthening lifelong learning awareness by utilizing the full potential of the community (Retnoningsih et al., 2024). Literacy programs in the community are designed to build knowledge and foster continuous and sustainable learning, aligning with the Sustainable Development Goals (SDGs) for achieving quality education (Johan et al., 2020). Efforts to cultivate a literacy culture in society can begin by instilling a love of reading in children from an early age (Barton & Hamilton, 2012; Fauzan et al., 2021). Reading is one of the ways to enhance human resource quality by increasing knowledge and insight (Chasanatun & Afifah,

2022; Meitasari, 2020). The reading culture starts with the habit of reading, and this habit cannot be fostered without access to reading materials, reading skills, and the cultivation of reading habits (Khasanah et al., 2023; Nur & Abdullah, 2022).

The implementation of a reading space involves utilizing available rooms as a means to make books more accessible, encouraging the community to take an interest in reading (Listyaningrum et al., 2023). A reading space offers significant benefits, as it is expected to stimulate the community's enthusiasm for reading, ultimately helping to shape a generation with a higher quality of education Santi & Setyaningsih, 2023). By creating a reading space that is both attractive and comfortable, the community will be more inclined to enjoy reading and engage in it more actively (Istikomayanti et al., 2022).

The partner for this activity is the Quran Learning Center (TPA) in Tambun village, as part of the community partnership empowerment program. The profile of the partner consists of a school community group, specifically the teachers and students of the TPA. This TPA has been operating since 2010. Currently, the partner comprises six teachers and twenty-five students aged between 3 and 8 years. Several issues were identified during the analysis of the partner's conditions, including: a) The lack of dedicated infrastructure that can serve as a platform to foster a reading literacy culture within the Ar-Royan TPA environment; b) A shortage of reading materials as basic literacy resources, which has contributed to the low reading literacy culture in the Ar-Royan TPA environment.

Based on the identified issues, the service team collaborated with the community group, consisting of teachers and students, to implement a reading space through the Community Literacy Movement. The reading space can serve as a hub for non-formal education, particularly for early childhood, where reading becomes the foundational activity for various other literacy efforts. It is expected that both teachers and students at the Quran Learning Center will benefit from this reading space. Despite the limitations in available room space, it can still be optimized as a tool for fostering a literacy culture by transforming a corner into a reading area.

The focus of this community partnership empowerment program can be classified into several activities, including: a) Operational infrastructure: Through the Community Literacy Movement, a reading corner is created to foster a reading literacy culture, particularly for the students. b) Facilities and services: Providing a diverse collection of books tailored to the students' age group (3–8 years), serving as a medium for expanding knowledge. c) Information technology soft skills: Conducting knowledge-sharing sessions for teachers, aimed at enhancing their understanding of the importance of developing both reading and digital literacy habits.

The main goals of this initiative are to optimize the learning space into a reading corner, provide a collection of books, conduct knowledge-sharing sessions on literacy, and introduce varied learning activities to promote a sustainable literacy culture. All these efforts support the SDGs' goal of quality education (Goal 4), with the aim of cultivating a literacy culture in the younger generation from an early age.

METODE

The partner for the implementation of this community service program consists of the teachers and students of TPA Ar-Royan. The objectives of this activity are to optimize the learning space into a reading corner, provide a collection of reading materials, conduct knowledge-sharing sessions on literacy to support the SDGs' goal of quality education, and introduce varied program activities to foster a sustainable literacy culture in the learning activities at TPA Ar-Royan. To achieve these objectives, several stages or steps are involved in implementing the proposed solutions to address the partner's priority issues, including:

a) Observation

In the observation phase, a situational analysis of the partner's current condition is conducted to identify the primary challenges they face. This analysis helps in formulating priority issues and mapping out proposed solutions to address these challenges.

b) Socialization

The socialization phase employs lecture and discussion methods. The goal is to explain how the community service program can benefit the community, particularly the partner. The outcome of this phase is a list of reading materials that the partner requires.

c) Training

The training activities aim to actively involve the community and the partner in knowledge-sharing sessions. These sessions help improve understanding and awareness of reading literacy by optimizing the reading corner as a space that fosters a literacy culture and stimulates reading and writing interest within the partner's environment (addressing both soft skills and operational infrastructure).

d) Procurement of Infrastructure

The next phase involves procuring infrastructure to address issues related to operational infrastructure, service facilities, and education. The operational infrastructure includes creating a reading corner by providing necessary facilities such as bookshelves, tables, chairs, and seating mats to support literacy activities. The service facilities involve supplying a variety of reading materials related to basic literacy and religious literacy, tailored to the partner's needs.

e) Assistance and Evaluation

During the assistance phase, the implementation team offers support in managing the reading corner, focusing on book collection management and the use of digital literacy by teachers as a learning medium. For the evaluation phase, the team holds post-activity discussions and distributes questionnaires to participants. The questionnaires assess the partner's satisfaction with the reading corner, the provided book collection, and the soft skill materials related to reading literacy.

The sequence of stages carried out during the activity is as shown in Figure 2.
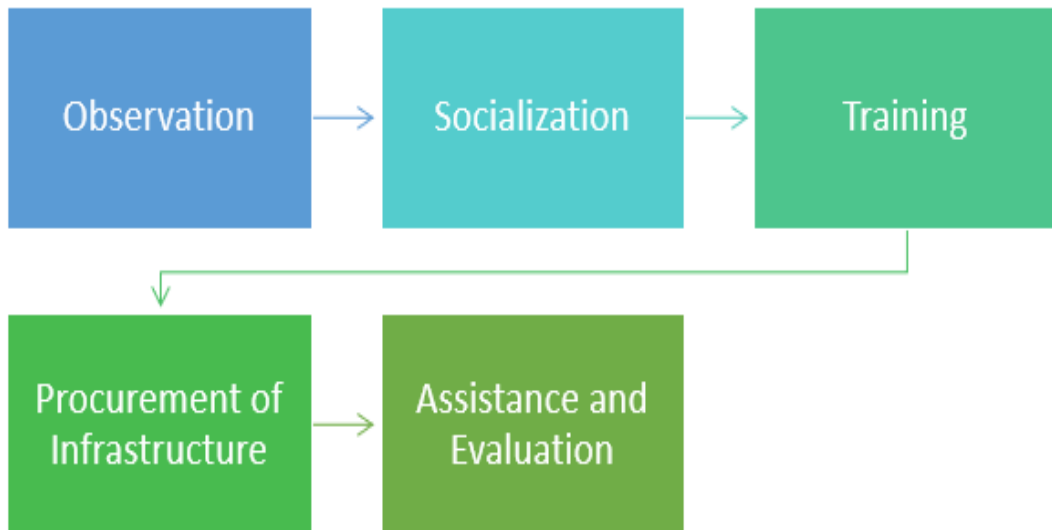
Figure 2. Activity Implementation Stages

RESULTS AND DISCUSSION

The results from the observation phase began with conducting a situational analysis of the partner's condition, followed by mapping out proposed solutions to address the issues faced by the partner. During this phase, the team visited the partner's location and held discussions with the target partner (Figure 3).

Figure 3. Observation of Partner's Situational Analysis

Next, the team carried out a socialization session with the partner. In this session, the team presented the proposed solutions based on the analysis of the partner's literacy-related challenges. The socialization focused on the establishment of a reading corner and the implementation of various programs related to the provided infrastructure and facilities. This socialization activity involved the implementation team and the partner, as shown in Figure 4.

Figure 4. Socialization Activity

The training was focused on information technology soft skills. The main activity was a knowledge-sharing session for the teachers, aimed at enhancing their understanding of the importance of fostering both reading literacy and digital literacy habits. To support digital literacy, the team provided a projector, which would enable the teachers to use educational videos as a learning tool for more varied lessons.

To support the creation of a reading corner, the team provided essential facilities, including reading materials tailored to the partner's needs, such as books related to religious literacy, technology literacy, and general knowledge that are easy for students to understand. Other supporting facilities were also provided to ensure a comfortable environment for students to engage in literacy activities, such as bookshelves, carpets, educational toys, and educational posters.

Figure 5. Handing Over of Reading Materials

The assistance phase involved supporting the implementation of the reading corner by managing the book collection and encouraging the use of digital literacy by the teachers as a teaching medium. After the formal handover of the provided facilities, the partner could start utilizing them to support their learning activities. A program introduced by the teachers allowed students to play educational games after their Quran recitation sessions, and on Mondays, the students were encouraged to read the books provided by the team. Figure 6 shows TPA students engaging in reading activities using the materials provided.

Figure 6. Reading Activity

For the evaluation phase, the implementation team conducted a post-activity discussion and distributed questionnaires to the participants. Through the discussion,

the team gathered feedback from the partner regarding the activities conducted. The partner expressed a positive response and appreciation for the support provided, particularly for the establishment of the reading corner. The partner also noted that the students were more enthusiastic about coming to TPA, as they could now engage in reading and play, in addition to their Quranic studies. The questionnaire was used to assess the overall benefits of the program. Table 1 summarizes the percentage of responses for each question answered by the partner.

Table 1. Survey Evaluation Results

No	Question	Percentage
1	Did the materials presented provide you with additional knowledge about reading literacy?	100%
2	Did this activity motivate you to maintain literacy activities at the TPA?	100%
3	Did the materials presented provide you with additional knowledge about technology literacy?	100%
4	Were the reading materials and supporting facilities provided according to your needs?	100%
5	After this training, will you commit to maintaining the books and facilities in the reading corner at the TPA?	100%
6	Overall, did you feel that this activity was beneficial to you?	100%

CONCLUSION

The Community Literacy Movement program through the implementation of reading corners aims to foster reading interest from an early age in the partner environment. Several stages were carried out by the team to achieve the program's objectives, including observation, program socialization, training, provision of facilities to support reading corners within the partner environment, mentoring, and evaluation. Overall, the activities proceeded well, although there were challenges in keeping the students focused during sessions. Several supporting facilities were provided, such as storybooks, educational toys, posters, and a projector, to help establish the reading corner. Moving forward, there are several aspects that can be developed to ensure the sustainability of literacy activities within the TPA environment. For instance, the TPA could collaborate with the national library to obtain free reading materials. Additionally, implementing engaging programs would help diversify the learning process, motivating the students even more.

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