

## Community Reading Park (TBM) Sirnarasa Village as a Medium to Increase Community Literacy Interest in Efforts to Empower the People of Sirnarasa Village

Farhan Fauzan Al-Farizi<sup>1</sup>, Budy Bhudiman<sup>2</sup>  
Universitas Ibn Khaldun, Indonesia

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### ABSTRACT

(TBM) Community Reading Park is one of the centers of community learning activities which can be an alternative in facilitating access to reading materials and meeting people's information needs so that people with middle to lower economies located in remote areas whose access is difficult to reach will be easier to obtain the reading materials they need. One of the efforts that can be done in community empowerment is through Community Reading Gardens (TBM). This is supported by a statement conveyed by the Directorate of Community Education that one of the benefits of community reading gardens (TBM) is that they can increase community empowerment in various fields. Community empowerment starts from the concept or word empowerment. Etymologically, empowerment comes from the root word "power" which means strength or ability that aims to improve the quality of life of the community better in various fields. The method of service carried out by the author is by providing an understanding both individually and communally about the urgency of literacy to children, adolescents, and adults, especially reading. In addition, improvements were also made to TBM facilities in Sirnarasa Village. To attract literacy interest, the writers also held Discussion / Gathering activities together to discuss education as a form of introduction to literacy media development. In the process of creating a new Sirnarasa Village Community Reading Garden starting with the selection of places, the search for the location of literacy activities was carried out at the service post, this activity was also used to help school children in the Sirnarasa Village environment in carrying out learning activities from home. Community Reading Park (TBM) is a place/forum established and managed by both the community and the government to provide access to reading material services for the surrounding community as one of the main means of realizing the concept of lifelong learning to support the improvement of the quality of life of the surrounding community. Therefore, the target of community reading garden services is all levels of society who need reading materials to improve their literacy. Beneficiaries of community reading garden services are not limited to any age group, gender, or group; therefore, in its implementation, the TBM Program is expected to expand the choice of reading material menu. Therefore, the determination of reading materials that must be provided needs to take into account the characteristics of the community (including gender, professional age range, etc.), the real needs of the community, community reading ability, and local potential, and supporting physical resources (infrastructure) which are everything needed to support the management of TBM, including bookshelves/cupboards, new book displays, magazine shelves, Newspaper hangers, other facilities for reading such as reading table/bench, mat (mat/carpet) and reading glasses need to be provided. Discussions with partners are carried out by the activity team when the implementation of the activity has begun. What is discussed is about the problems of community life at the location of activities, such as socio-economic problems, work problems, and daily work problems of its residents.

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**Corresponding Author:**

Farhan Fauzan Al-Farizi  
 Universitas Ibn Khaldun  
 Email: farhanfauzanalfarizy@gmail.com

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## INTRODUCTION

Community empowerment is one of the programs from the community for the community to provide certain resources or potentials to improve the quality of life of the community in various fields. Community empowerment can be done through communities or groups in the community. Community empowerment starts from the concept or word empowerment. Etymologically, empowerment comes from the root word "power" which means strength or ability. Community empowerment is defined as an overall process: that is, an active process between motivators, facilitators, and community groups that are empowered through increasing knowledge, and skills and providing various facilities and opportunities to achieve access to resource systems in improving community welfare. Meanwhile, community empowerment according to the World Health Organization (WHO) which explains that community empowerment is more than just community involvement, participation, or participation. It is also a process of renegotiating the ability to gain more control; regarding the possibility of society to organize the improvement of their standard of living. The community empowerment process in question includes:

1. Getting to know the local community. That is, knowing the characteristics of an empowered society. Knowing that the community empowerment process is a reciprocal relationship between the assistance officers/extension officers and the community.
2. Gathering knowledge about the local community. That is, collecting knowledge regarding information on people's life patterns.
3. Identifying the local leaders. That is, identifying local community leaders or community leaders who are used as locations for community empowerment.
4. Stimulating the community to realize that it has problems. That is, in a society bound by customs, consciously or unconsciously they have problems to solve and needs that must be met immediately.
5. Helping people to discuss their problems. That is, encouraging and helping the community to discuss existing problems and then help formulate problem-solving together.
6. Helping people to identify their most pressing problems. That is, the community needs to be guided to be able to identify the most urgent problems or the most prioritized problems.
7. Fostering self-confidence. That is, building confidence in the community in facing various problems.
8. Deciding on a program action. That is, the community needs to be empowered to determine a program to be carried out. Action programs should be defined based on priority scales from low, medium, and high.
9. Recognition of strengths and resources. That is, making people understand and understand that they have the ability and resources that can be mobilized to solve problems and meet their needs.
10. Helping people to continue to work on solving their problems. That is, it is a planned action carried out on an ongoing basis. Therefore, the community must be empowered so that it can work to solve the problems it faces continuously.
11. Increasing people's ability for self-help. That is, increasing the capacity and independence of the community. United Nations in (Hadiwijoyo, 2012)

The above definition was redeveloped by Mardikanto, who explained that community empowerment means:

- As a deliberate effort to facilitate local communities in planning, deciding, and managing their local resources through Collective action and Networking so that in the end they have the ability and independence economically, ecologically, and socially, and
- In a broader sense, community empowerment is the process of placing oneself proportionally and being the main actor in utilizing its strategic environment to achieve sustainability in the long term.

One of the efforts that can be done in community empowerment is through Community Reading Gardens (TBM). This is supported by a statement conveyed by the Directorate of Community Education that one of the benefits of community reading gardens (TBM) is that they can increase community empowerment in various fields.

Community Reading Garden, hereinafter referred to as TBM, is one of the government programs based on the Law of the Republic of Indonesia no. 20 of 2003 concerning the national education system, article 26 paragraph 4, states that non-formal education units consist of courses institutions, training institutions, study groups, community learning activity centers, taklim assemblies, and similar educational units.

TBM is one of the centers of community learning activities which can be an alternative in facilitating access to reading materials and meeting people's information needs so that people with middle to lower economies located in remote areas whose access is difficult to reach will be easier to obtain the reading materials they need.

Community Reading Park is one of the institutions that serves the needs of the community for all information about science in the form of reading materials and other library materials.

Taman Baca Masyarakat can be used as a non-formal educational institution that aims to improve the quality of education, develop community potential, and provide solutions to the community for what is a problem around it. The programs and innovations carried out by TBM are expected to be able to realize the ideals of people who like to learn, as evidenced by the increasing interest in reading by the community.

The concept of TBM that is present in the community and for the community is expected to be able to accelerate in realizing a community that likes to learn. The existence of TBM as a learning center for the community also has a very strategic position to develop community potential.

According to the Ministry of Education and Culture, 2013 in its book entitled Technical Manual for Submission, Distribution, and Management of Assistance for Pioneer Community Reading Parks, explained that there are 5 (five) objectives of TBM including:

1. Improve people's literacy and reading skills.
2. Develop an interest and love for reading.
3. Building a society that loves to read and learn.
4. Encourage the realization of a society of lifelong learners.
5. Realizing the quality and independence of a knowledgeable, skilled, culturally advanced, and civilized society.

In addition to goals, TBM also has a role in society, namely:

1. TBM acts as a medium or bridge that connects information sources and science.
2. TBM acts as an institution in building public interest in reading by providing collections that are to the wishes and needs of the community.
3. TBM has an active role as a facilitator, and motivator for people who want to find, utilize, and develop knowledge.
4. TBM is an agent of change, an agent of development, and an agent of culture in the surrounding community.
5. TBM is a non-formal educational institution for the community, where people can learn independently, conduct research, or carry out all learning activities.

The presence of TBM in the community if we realize more deeply is one of the efforts of the community empowerment program.

Based on observations through interviews and direct involvement in the field in Sirnarasa Village, the Community Reading Park (TBM) in Sirnarasa Village already exists but is not running optimally, one of which is due to community outreach to the TBM location and the lack of books that can attract community literacy interest. By updating and creating TBM in a location that is easily accessible to the community. It is hoped that with the existence of this Sirnarasa Village TBM, problems regarding people's interest in reading can be resolved, the community will be able to maintain the local culture in Sirnarasa Village well, and children in Sirnarasa Village will be able to have certain skills. It is not impossible that if the ideal of realizing a society that likes to learn has been realized, then the welfare of the community will follow suit.

Based on the description of the problem above, the author is encouraged to conduct research and service on the role of TBM Sirnarasa Village in community empowerment. In this study, researchers gave the title "Community Reading Park (TBM) of Sirnarasa Village as a Media to Increase Community Literacy Interest in Efforts to Empower the Community of Sirnarasa Village"

## **DEVOTION METHOD**

As is well known, universities carry out three main tasks of academic activities, namely organizing education, research, and community service, popularly known as the Tridarma of Higher Education.

Education is the delivery of Science, Technology, and Art (IPTEKS); Research is an activity of discovery, creation, and development of science and technology; and Community Service is an actualization

of science and technology activities which include the development, dissemination, and cultivation of science and technology. This means that the implementation of education, research, and community service must support and complement each other. The three darmas must be seen as a whole, and should not be compartmentalized separately. Therefore, to understand the nature of community service, an understanding of the other two degrees is needed.

Therefore, university organizers and managers must view the Tridarma of Higher Education as a whole and not separate whole, so there is no need to designate which darma is more important and which darma is less important. This needs to be understood because the success of universities in carrying out their academic activities can be judged by the quality of education, research, and community service, together.

Universitas Ibnu Khaldun Bogor is a university that seeks to actualize the Tri Dharma of Higher Education, one of which is by organizing DR-Sisdamas KKN activities in 2021 as a form of student service to the community as part of the university.

The method of service carried out by the author is by providing understanding both individually and communally about the urgency of literacy both to children, especially reading and drawing. In addition, improvements were also made to TBM facilities in Sirnarasa Village. To attract literacy interest, the writers also held Discussion / Gathering activities together to discuss education as a form of introduction to literacy media development.

## **IMPLEMENTATION OF ACTIVITIES**

The implementation of the Sirnarasa Village community reading garden program departs from the needs of the community where there are not many facilities that become a place to improve the quality of the community. After observing the community as well as observing the environment for approximately 1 week, the author decided to hold facilities that can support the improvement of community empowerment.

The Sirnarasa Village Community Reading Park already exists, but with a fairly large village area and a less strategic Sirnarasa Village Community Reading Park, the authors decided to create a Sirnarasa Village Community Reading Park which is located closer to community settlements without eliminating the previous Sirnarasa Village Community Reading Park.

In the process of creating a new Sirnarasa Village Community Reading Garden starting with the selection of places, the search for the location of literacy activities was carried out at the service post, this activity was also used to help school children in the Sirnarasa Village environment in carrying out learning activities from home.

In the implementation of these activities I use several learning methods according to the children's conditions, one of which is the method of playing while learning, this method I think this is one of the most effective methods to apply there because with the management of play facilities we can create a fun play while learning situation for children to do various activities, Helping children in shaping behavior and developing abilities in children, these methods can also provide opportunities for children to be able to actively socialize and communicate or interact with the surrounding environment and can develop children's creativity and imagination by utilizing these play facilities.

In addition to using this method, I also use learning media through the blackboard to convey learning to students by presenting images that can educate them with this method, I hope to educate children so that they have a more positive character, increase creativity, and increase imagination in children.

In fulfilling the needs of facilities and infrastructure of the Community Reading Park (TBM) program, writing and activities also collaborate with Sirnarasa village, namely coral cadets, because it is felt that to run this TBM program requires quite a lot of money, I and the Sirnarasa Village Taruna coral raise assistance to the general public in the form of stationery, reading books and cash which will later be used to help the implementation of this TBM program. From the results of this collaboration, the author can meet several needs of Sirnarasa Village TBM both new and existing such as additional reading books, bookshelves, hygiene facilities, educational pamphlets, and Sirnarasa Village TBM banners.

After the Community Reading Park facility is fulfilled, we appeal to the local government so that the TBM can be managed directly for a long time by residents so that it not only runs in the service period but can be sustainable and have more impact to improve the quality of life of the local community.

## **RESULTS AND DISCUSSION**

Community Reading Park (TBM) is a place/forum established and managed by both the community and the government to provide access to reading material services for the surrounding community as one of the main means of realizing the concept of lifelong learning to support the improvement of the quality of life of the surrounding community. Therefore, the target of community reading garden services is all levels of society who need reading materials to improve their literacy. Beneficiaries of community reading garden

services are not limited to any age group, gender, or group; therefore, in its implementation, the TBM Program is expected to expand the choice of reading material menu.

In the development of community reading gardens, it is necessary to pay attention to the organizational structure and Sara that must be owned. The organizational structure of the reading garden consists of at least the following:

1. The Chairman, who is in charge of leading TBM, formulating and establishing programs, advancing and developing TBM, conducting cooperative relationships, and managing finances,
2. Administrative and Technical Affairs, tasked with taking care of administration and correspondence, conducting selection and procurement of reading materials, carrying out the processing of reading materials, and also carrying out the development of reading materials,
3. Service Affairs, tasked with making rules, providing TBM services, and carrying out membership administration.

TBM facilities and infrastructure can be divided into 2, namely: the main physical resources (facilities) which are reading materials, namely: all types of reading materials in various forms of media such as books, magazines, tabloids, newspapers, and others. It should be realized that the reading materials provided to serve the community so that the community as a target group need to be taken seriously, therefore the determination of reading materials that must be provided needs to pay attention to the characteristics of the community (including gender, professional age range, etc.), the real needs of the community, the reading ability of the community, and by local potential, and supporting physical resources (infrastructure) which are everything needed to support TBM management, among others: bookshelves/cupboards, new book displays, magazine shelves, newspaper hangers, other facilities for reading such as: reading tables/benches, seating mats (mats/carpets) and reading glasses need to be provided. Discussions with partners are carried out by the activity team when the implementation of the activity has begun. What is discussed is about the problems of community life at the location of activities, such as socio-economic problems, work problems, and daily work problems of its residents. In addition, it is discussed in depth about the development of children and adolescents, especially education for them. The implementation of these discussions the team sometimes does not do it formally, but rather follows the pattern of meetings that are usually carried out by residents in rural areas. In this way, the team hopes to get the necessary data to be used as material for further study.

#### Sirnarasa Village Community Reading Park

The existence of the Sirnarasa Village Community Reading Garden is very well received, and the community is very enthusiastic about the existence of this community reading garden. In the reading Garden of the Sirnarasa Village community, during the service period, the author tried to create programs that could help improve community empowerment through literacy, one of which was by helping children in the Sirnarasa Village environment in learning activities from home by implementing health protocols.

To introduce the community, especially children, to literacy culture through print media or written media that contain education so that the community, especially children, do not feel bored and are expected to foster a good literacy interest in the community, especially children to improve the quality of life of the community in a better direction.

With the existence of the Sirnarasa Village Community Reading Garden, the interest in community literacy has increased, especially with the existence of new reading books and educational pamphlets, especially related to the Covid-19 pandemic.

The author hopes that the reading garden of the Sirnarasa village community can run optimally even though the service period has ended with community cooperation that always synergizes.

#### CONCLUSION

The conclusion presents a summary of the description of the results and discussion, referring to the objectives and results of the service. Suggestions can be added if needed, compiled based on the findings of the activities that have been discussed. Advice may refer to practical actions, activity development, and/or continued dedication.

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