

Revitalization of Community Reading Gardens as an Effort to Increase Community Reading and Literacy Interest in Bothnan Village

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ABSTRACT

The *Taman Bacaan Masyarakat* (TBM) has an important role as a learning space and community literacy development. However, the *Angga Soyag Taman Bacaan Masyarakat* in Bothnan Village had not previously functioned and operated optimally, so the use of facilities and collections of reading materials by the community was still limited. This activity aims to revive the function of TBM, increase interest in reading, and encourage community involvement in literacy activities. The revitalization program includes improving and arranging the space, inventorying book collections, and implementing literacy activities in the form of reading aloud, reviewing books, and writing or drawing. The results of the activity show that there have been positive changes in the condition and use of TBM.

INTRODUCTION

The quality of human resources (HR) is highly determined by educational factors. Quality education and personality will be able to produce quality and personality human beings as well. Therefore, education must be a priority in every development program. (Munir & Hidayatullah, 2019), According to (Amalia et al., 2024) Education plays a crucial role in determining the quality of change and progress of a nation. As a catalyst for change, education needs to be designed and structured as a means to optimize the potential of society to be in line with the aspirations and needs of the modern era.

The problem of reading interest is still a concern for us together, because the reading interest of the Indonesian people is still relatively low (Ikawati, 2013), The results of the International Student Assessment Program (PISA) survey show that consistently the reading ability of Indonesian students is still quite low compared to other countries. The average score of Indonesian students is 380, while the average of the Organization for Economic Co-operation and Development (OECD) reaches 476. Thus, Indonesia's achievements are still far below the average. In addition, only about 25% of Indonesian students reach level 2 or higher in reading ability. While the average of OECD countries reaches 74%, such as Singapore with a score of 573 ranked first in Southeast Asia and Vietnam with a score of 487 is ranked 13th. This shows that there are problems that need to be addressed immediately by the government, in the Indonesian education system. (Thalib et al., 2026)

According to (Thalib et al., 2026), the Indonesian government has made efforts to improve literacy through various programs and policies. Unfortunately, the level of reading literacy in Indonesia is still relatively low. This condition shows that strengthening the reading literacy culture is still an important need for Indonesia. Literacy is one of the important aspects in improving the quality of human resources because the ability to access, understand, assess, and use information appropriately can support continuous learning and increase individual involvement in community life. Reading literacy includes the ability to understand, evaluate, and use written texts to achieve personal and social goals. Thus, literacy is not limited to the mastery of knowledge, but is also reflected in the ability of individuals to implement this information and knowledge through relevant attitudes, actions, and behaviors in daily life. (Ramadhani Kurniawan & Afi Parnawi, 2023)

Fostering reading habits needs to start from an early age both at home, educational institutions and the community environment. Thus, the solution to increase people's interest in reading is the existence of self-awareness and environmental factors that support reading. (Sopiatun & Nurjamjam, 2021) Fostering reading interest is a shared responsibility that must be nurtured from an early age. Fostering reading interest can be carried out by educational institutions, information management institutions such as national libraries, public libraries, school libraries and community reading gardens (TBM). (Pramudyo et al., 2018) Having an interest in reading is a very good investment, Reading makes students want to learn more. (Tarigan, 2018)

TBM is a facility or place to build a love of reading for the public, providing and providing facilities and services in the field of reading materials, namely: books, magazines, tabloids, newspapers, comics, and other multimedia materials which are equipped with reading rooms, discussions, book reviews, writing and other literacy activities, with encouragement from TBM managers as motivators (Sinaga et al., 2023), According to (Wati, 2020) the *Taman Bacaan Masyarakat* is a place or forum for non-formal learning, where people can learn and obtain information according to their needs.

In the context of non-formal education, the *Taman Bacaan Masyarakat* (TBM) has a strategic position as a learning space for the community and provides access to reading materials and various literacy activities outside the formal education environment, therefore the development of the community reading culture is supported by the existence of the *Taman Bacaan Masyarakat* (TBM).

As a follow-up and implementation of the National Library (PERPUSNAS) program to encourage the success of development in the world of education, one of the main programs in the KKN-T Group 17 in Bothan Village in 2026 is the Revitalization of the Bothunan Village *Taman Bacaan Masyarakat*. There are still many Community Reading Gardens in the community that have not been utilized optimally by the local community, many TBMs whose existence only tends to be a formality of a village, so that many people do not feel the function and purpose of the TBM.

This happened because there had not been an organization as a TBM management system. However, at this time the TBM in the community is only displayed with books without visitors. This is also found in Secondanan Village, more precisely in the Angga Soyag Village Library located in Depok District, Cirebon Regency. The existing TBM does not function optimally as it should, a space that should be a facility for reading, learning, and developing creativity for the community, especially children and the younger generation, but is not used to the fullest. This condition shows that there is a need for efforts to revive the function of TBM as it should be through activities that are able to attract the interest of the community to visit. Efforts that can be made through KKN are to revive and reintroduce the existence and function of TBM to the community, especially children and the younger generation as one of the means of supporting literacy culture in Secondnan Village.

From these efforts, it is hoped that it can encourage the formation of reading habits as well as increase the use of TBM as a shared learning space in Bothan Village, so that its existence is not only a physically available facility but also actively utilized. With the revitalization of the TBM environment that is more organized, comfortable and attractive, it is hoped that it can encourage people to visit and interact with reading materials more often.

Through the revitalization activities of TBM in Bothanan Village, it is hoped that TBM can function and be used sustainably. Revitalization does not stop at improving physical conditions and spatial arrangement but continues with activities that keep TBM alive and relevant to the needs of the community. In addition, it is hoped that the community will begin to view TBM not only as a place to store books, but as a space for learning, activities, creating and exchanging knowledge. The sustainability of this program is also expected to be supported by managers and village governments, so that TBM remains active after the KKN-T activities are completed. Thus, the revitalization of TBM can have a sustainable impact on increasing reading interest, creativity, and community participation in literacy activities.

IMPLEMENTATION AND METHODS

This research uses a qualitative approach with the Participatory Action Research (PAR) method. This approach was chosen because it is in accordance with the characteristics of the implementation of Literacy Thematic KKN which places the community as a subject as well as an active partner in the change process. Through PAR, the community is directly involved in identifying problems, formulating needs, planning actions, implementing programs, and evaluating the results of activities. The research process takes place through the stages of preparation, implementation and evaluation, so that research activities not only produce descriptions of community conditions, but are also directed at solving problems through real and participatory actions.

Preparation Stage

The Preparation Stage was carried out observation of TBM facilities and infrastructure and interviews with the manager, the results showed that children's and the community's interest in reading was still low and there were no literacy activities.

Implementation Stage

The program is focused on;

- a. TBM revitalization by cleaning the room, arranging shelves, book inventory, simple catalog creation, and room design
- b. Literacy events in the form of reading aloud, reviewing books, making book-based projects and literacy festivals. Students play the role of facilitators, while the community is the support of the event.

Evaluation Stage

Program evaluation is carried out through participatory observation, participant attendance recording, and reflective discussions with the community. Participatory observation is used to identify the level of community involvement during the activity, while attendance data is used to determine the level of community participation in the implementation of the program. Furthermore, reflective discussions are carried out to obtain information about the community's experience, benefits, and responses to the implementation of the program. The results of the evaluation are used as a basis to assess the

effectiveness of the program in increasing the involvement and benefits felt by the community.

RESULTS AND DISCUSSION

Community Reading Garden Facilities

The revitalization program of the *Taman Bacaan Masyarakat* (TBM) in Bothan Village, Cirebon, was carried out to optimize the function of TBM as a learning and literacy facility for the community. The activity began with improving the environment and rearranging the reading room to make it more orderly, clean, and comfortable to use. The arrangement of shelves and reading materials was carried out to create a more functional space while making it easier for the community to obtain books according to their needs. In addition to improving facilities, revitalization activities are also directed at strengthening literacy activities by involving the community, especially children and village youth, in various reading and learning activities.

The results of the revitalization show changes in the condition and utilization of the TBM space. A more organized environment provides an atmosphere that supports reading, learning, and interaction between visitors.

The grouping of reading materials also helps users find reading sources more easily and in a more targeted manner. The development of literacy activities is an important part of reviving TBM activities so that its existence not only functions as a place to store books, but also as a space for community interaction and learning. With better facilities and more diverse activities, TBM Duanan Village has greater potential to attract community visits, increase the use of collections, and foster community involvement in literacy activities in a sustainable manner.

Table 1. Physical Condition of the TBM

Before	After
	
	

Inventory of Community Reading Garden Books

Book inventory activities are carried out as an effort to record and organize book collections that have not previously been recorded systematically. The inventory process includes collecting data on book titles, types or categories of reading, and the number of collections available. This data collection is carried out to find out the condition and number of collections more clearly so that it makes it easier for managers to organize, search, maintain, and develop book collections in Community Reading Gardens (TBM). With inventory, the management of reading materials becomes more regular and can support the optimal use of collections by the community.

Table 2. Book Inventory

Description	Number of Books Recorded
Before	None
After	630 Books

Based on the results of the inventory, it is known that before the program was implemented, the collection of books in the *Taman Bacaan Masyarakat* (TBM) had not been recorded and recorded systematically. This condition caused the number and type of available collections to not be known for sure and made it difficult for managers to organize and monitor reading materials. After the inventory activity was carried out, there were 630 copies of books that were suitable for reading. This data collection provides a clearer picture of the number of collections available and is the basis for managers in structuring, maintaining, and developing book collections according to the needs of the community.

Literacy Activities in Community Reading Gardens

Reading is one of the four language skills. Reading skills cannot be separated from other language skills (Mulyaningtyas, 2017). Reading aloud is a reading activity with appropriate tones and intonations so that listeners can understand the information conveyed (Oktaviani & Agutina, 2025) In its implementation, children read stories with appropriate expressions and create an interactive atmosphere. To make the activity more interesting, children also demonstrate the characters and characters contained in the story. Thus, children can feel that reading is a fun activity while providing an interesting learning experience.

Reading also provides useful benefits for increasing knowledge and information in children, improving vocabulary and language skills, and being able to foster inventive and creative thinking in students. (Harahap & Monang, 2023) This activity can also help create a more enjoyable reading experience so as to encourage children's interest in reading activities.



Figure 1. Reading Aloud Activity

Book Review

According to (Yunita et al., 2026), reading comprehension involves thinking, planning, emotions and is adjusted to the content of reading faced by the students themselves. Book review activities are a form of literacy activity that aims to increase children's understanding and interest in reading materials. In this activity, children are invited to recognize the content of the book, starting from the title, characters, storyline, to the message or value contained in it. After reading, the Writing Team invites children to discuss the content of the story through simple questions and gives them the opportunity to express their opinions and the parts of the story that they like the most. The activity is carried out interactively so that children not only understand the content of the book, but also are able to develop critical thinking skills, communicate, and reconvey information that has been obtained from reading. Through book review activities, it is hoped that children will become more active in reading and have a greater interest in literacy activities.



Figure 2. Book Review Activity

Writing or Drawing

Writing and drawing activities are one of the creative literacy activities that aim to develop children's ability to express ideas, imagination, and feelings through writing and drawing. In its implementation, children are given the opportunity to make simple writing or describe objects and stories according to their respective creativity. The Writing Team provides direction and assistance during the activity, so that children can express ideas more freely and funly. This activity not only helps improve writing and drawing skills, but also trains children's creativity, thinking skills, concentration, and courage in expressing their ideas and works. Through these activities, children are expected to view literacy activities as interesting and fun activities.



Figure 3. Coloring Activity

Community Participation

One of the indicators that can be used to see the success of the *Taman Bacaan Masyarakat* (TBM) revitalization program is the change in the level of visits and utilization of facilities by the community, especially children and adolescents. Before the implementation of the revitalization program, TBM had not been opened and operated normally so that public access to facilities and collections of reading materials was still limited. This condition caused visits and utilization activities of TBM to not take place optimally. Therefore, revitalization was carried out to reactivate the function of TBM as a reading room and learning space that can be accessed by the community in a more open and sustainable manner.

Table 3. Number of Visitors

Period	Number of Visitors
Week 1	Revitalization process
Week 2	10 people
Week 3	8 people
Week 4	15 people

The increase in the number of visitors is one of the indications of the growing public interest in the existence of Community Reading Gardens (TBM) after the implementation of the revitalization program. This condition shows that the community, especially children, is starting to use TBM as a place to read and participate in literacy activities. The increase in visits not only has an impact on the quantitative aspect, but also has implications for the function of TBM as a more active and interactive public space. The presence of more visitors creates a more lively learning atmosphere and provides opportunities for the development of various social and educational activities. Thus, the revitalization of TBM not only plays a role in increasing public interest in visiting, but also becomes the first step in building habits of sustainable use of TBM.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the implementation of the revitalization program of the *Angga Soyag Taman Bacaan Masyarakat (TBM)* in Duwnan Village, revitalization activities not only focus on improving facilities and spatial arrangement, but also on developing literacy activities for the community, especially children. Improving space, arranging shelves, inventory collections, and managing reading materials makes TBM more organized, clean, and comfortable to use as a learning and reading space.

The implementation of literacy activities through reading aloud, reviewing books, and writing and drawing provides space for children to interact with reading materials actively and funly. These activities support the improvement of listening skills, reading comprehension, creativity, communication skills, and courage in conveying ideas. Thus, the revitalization of TBM has the potential to increase interest in reading while reviving the function of TBM as a space for learning, activities, and interacting for the people of Bothan Village.

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