

FOSTERING PUBLIC INTEREST IN READING THROUGH “THE KHADIJAH COMMUNITY READING PARK” IN THE HAMLET OF BANTUL KARANG, RINGINHARJO, BANTUL

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Abstract - *Community Reading Parks (TBM) play a very important role in creating a society that enjoys learning starting with a love of reading. Community Reading Parks are considered strategic because Community Reading Parks are present by, for, and in the midst of the community. The society and the Government of Indonesia are working hand in hand to ensure that this Community Reading Park can reach remote villages. This research examines the Role of Community Reading Park (TBM) in Bantul Karang Village, Ringinharjo, Bantul. Data collection methods or techniques are carried out through direct interviews with resource persons, observations, discussions with the village community, and literature studies. This activity aims to find out the role of community reading parks, especially regarding the duties and functions of community reading parks in improving learning abilities in the community. The results of this study indicate the high interest in reading and enthusiasm for learning in the village of Bantul Karang, Bantul. This is evidenced by the enthusiasm of the community that appears to the Community Reading Park in the Bantul Karang village environment. The presence of this new community reading park is expected to be a breath of fresh air so that people are more enthusiastic in learning and looking for sources of information and the closest educational-recreational facilities around their environment. So the community reading parks can act as a learning tool for children or their parents- especially young housewives in expanding their knowledge*

Keywords: *the Community Library (TBM), education, literacy*

1. INTRODUCTION

Human resources are the main pillar of the country for building a prosperous and prosperous society. Educational development is an obligation that can become very valuable in the future in order to create human resources that have superior quality and are globally competitive so that they are able to face the challenges and competition of the times. The development of education to improve human resources with superior seeds cannot be carried out in a compartmentalized manner, but must be carried out in an integrated manner, both through formal and non-formal channels, through various levels and through education.

Education can be said as a lifelong learning process through formal, non-formal and informal education. Education is an activity that is carried out with a certain length of time, in a place and in a certain life span. In line with (Rini Rahayu, 2018), moving from the vision of the Directorate General of Non-formal and Informal Education, "The Realization of Indonesian Humans as Lifelong Learners", one of its missions is to encourage the realization of a lifelong learning community through fostering interest in reading and providing reading materials that are quality, useful, and relevant for both new literates and other community members to be knowledgeable, skilled, cultured, advanced, and independent.

Interest in reading must be nurtured and nurtured from an early age because it is a shared responsibility. Educational institutions and information-providing institutions such as national libraries, public libraries, school libraries and community reading parks (TBM) are places that can foster interest in reading. Community Reading Park itself is an institution that stands in the midst of the community that plays a direct role in supporting the development of reading interest in the surrounding environment.

So, the presence of a Community Reading Park in the middle of the village becomes a very strategic place to increase the culture of people's reading interest. Community Reading Parks are one of the solutions in an effort to increase interest in reading, educate the nation and also participate in preserving out-of-school education programs through community development and empowerment programs. The Community Reading Park is here to promote the literacy movement and introduce the habit of reading culture to the community in order to create knowledge and insight that is more advanced and directed so that a life of good personality can be achieved, individually, in groups and in society.

In terms of its function, the function of the Community Reading Parks is the same as the function of a library in general. Public libraries are equipped with both physical and non-physical facilities. In terms of space, public libraries usually already have permanent buildings or buildings, collections of library materials, as well as other supporting facilities and have been managed by staff who come from the field or experts, namely librarians or alumni of library science, while there are still many Community Reading Parks that are not yet available. has a permanent building or building, the collection of books is still limited, not in accordance with the official rules of the library and is still managed by individuals, the community or in the form of a community.

In addition, the library is considered more varied than the Community Reading Park. We may already know that in a library we are often told the

regulations that apply. In contrast to the Community Reading Parks, which are institutions outside the formal channels that are usually managed by the community and are usually freed from binding regulations as in libraries in general.

According to Hodgson, (Tarigan, 2013) states that reading is a process that is carried out and used by readers to get the message that the writer wants to convey through the medium of words or written language. By reading it will obtain information, information will be produced throughout the world through print and electronic media. With the advancement in technology that is increasingly rapidly, now the oral tradition from one mouth to another or (talk culture) has shifted, which originally only started from the tradition of writing and the spread of manuscripts has now expanded. Now we can search for information and deepen our knowledge and information by reading through screens, televisions and mobile phones. The more we read, the more insightful knowledge and information we get, both directly and virtually.

2. METHOD

The research was conducted using qualitative research with a case study approach. This research is a research that aims to provide an overview of a case in order to deepen research or research based on a special case that is being studied for a certain period of time. Case study research is carried out based on events, activities, programs from community groups in the environment.

The study was taken at the Khadijah Community Reading Park (TBM), Bantul Karang Village, Ringinharjo, Bantul. Data collection is done by means of observation, interviews, documentation, audio-visual materials (Creswell, 2016: 254-266). Researchers are involved in Community Reading Parkss (Real Work Lectures or community service) for one month (August 1 to August 31, 2021, every Monday - Friday held from 08.00 to 16.00 WIB). Interviews were conducted with 2 participants (the person in charge and administrator of the Khadijah Community Reading Park). Documentation such as the Khadijah Community Reading Park document, the researcher's logbook. Audio-visual materials such as photos and sound recordings resulting from documentation and interviews.

3. RESULTS AND DISCUSSION

Based on the results of research that has been carried out in the field, the researcher will present the data obtained in accordance with the research question, namely: What is a Community Reading Park? What is the function of the Community Reading Park? What is the background for the establishment of the Khadijah Community Reading Park in Bantul Karang Village, Ringinharjo, Bantul? How was the process of forming the Khadijah Community Reading Park? How was the socialization of the Khadijah Community Reading Park in Bantul Karang Village, Ringinharjo, Bantul?

A. Understanding TBM Khadijah

According to Sutarno (2006:19) TBM were built to fulfill the function as a non-formal educational institution that has responsibilities, authorities, rights and the direct community who will be involved in its procurement and management. In

this case, it is necessary to increase the sense of belonging (sense of belonging), to take responsibility (meluhangrukebi). Meanwhile, according to Holik (2013: 56) explains that the presence of TBM in the midst of society with various types of activities has provided an alternative choice for the community in accessing knowledge, exploring and analyzing the information needed as well as a safe family recreation place. From these definitions, it can be concluded that a TBM is a place or container owned, managed, and developed by the community as a place to provide information for the surrounding community.

B. The Function of the Khadijah Community Reading Park

According to Holik (2013: 56) TBM functions as a non-formal educational institution that directly provides opportunities for the community to carry out lifelong education. The Ministry of Education and Culture (2013: 25-26) divides the functions of the Community Reading Parkss into three. The first function explains that this Community Reading Park is the closest learning resource. The Community Reading Park was born in the midst of the community to provide various reading collection materials, both knowledge books to add insight and in the form of skills that can be practiced directly by the community.

The second function of the existence of a Community Reading Park according to the Ministry of Education and Culture is as a source of information. Community Reading Parks become a source of information by providing various actual and factual references in the form of newspapers, tabloids, references, booklets, and/or the internet that can be accessed by the public to get information easily and quickly. The last function is as a means of recreation and education. Community Reading Park, besides providing a collection of knowledge books, also provides non-fiction books that can be used as educational and fun entertainment materials in the form of novels, comics that are entertaining. Educational toys provided by the Community Reading Park are a solution as a means of entertainment that is cheap and close to the community.

Based on the explanation from the Ministry of Education and Culture regarding the functions of Community Reading Parks in general, the most basic functions of Community Reading Parks are as non-formal educational institutions, learning resources, sources of information, as well as recreational-educational places for the community. Therefore, Community Reading Parkss must be able to optimize its existence as a forum for the community to retrieve information.

C. The Background of the Establishment of the Khadijah Community Reading Park

The first discussion is about the background of the formation of the Community Reading Park. Based on the results of research that has been carried out in the field and the results of interviews with informants, it is found that the formation of Khadijah Community Reading Park originated from the strong desire of one of the people living in the village of Bantul Karang, Ringinharjo, Bantul named Mrs. Rahma. He wants to realize the dream of his late mother since 6 years ago to build a library that is useful for many people. Therefore, to commemorate the mother of Mrs. Rahma, this Community Reading Park was named the Khadijah

Community Reading Park. Khadijah is taken from the name of the late mother of Mrs. Rahma which means trustworthy. Departing from this desire, Mrs. Rahma conveyed her proposal to Mr. Sarjito as the head of Bantul Karang and received a good response by the community around the village of Bantul Karang.

This reading park development plan is in line with the village development plan, which since 2 years ago discussions and meetings regarding the establishment of this community reading park have often been carried out. Based on this, finally the construction of this Community Reading Park was proposed as the flagship work program of our Community Service Program group. The construction of this Community Reading Park was originally planned to be completed for 2 weeks and is located in the yard of Mrs. Rahma's house which is directly next to Wortel Early Childhood Education.

The Community Reading Park aims to provide reading material for the surrounding community. According to Sutarno NS (2008: 129), Community Reading Parks are places that are deliberately created by the government, individuals, or self-management and non-governmental organizations as recreational-educational facilities with various facilities starting from providing collection materials and fostering interest in reading to the people around them.

The purpose of establishing a Community Reading Park is to improve reading skills, develop people's interest and passion for reading, create people who want to learn for life, and create an independent society. Meanwhile, the function of Community Reading Park is as a source of learning, knowledge, and information, as well as a place to play and learn.

D. The Process of Establishing TBM Khadijah

The next discussion on the implementation of the development of the TBM began with open donation activities which were distributed through social media @sahwahita_kalijaga and the making of proposals to publishers, companies and related agencies. After the books from the donations have been collected, the next step is to build a library automation system on the server, namely a computer belonging to Paud Wortel. The automation system used in the construction of this community reading park is the Slims 9 Bulian automation system. After the system is built, what is done is grouping books into certain classes according to the division of book categories based on the DDC, this step is also called the classification step. After the classification stage is complete, the steps for building this TBM are carried out by inputting books or registering books into a system that has been built previously. The number of books that were successfully inputted by the kn team was 470 copies. After the input process is complete, the process is continued by labeling or sticking the identity on the back of the book and the loan card on the last page of the book.

After some of the above activities have been completed, the next stage carried out by the KKN team is the activity of making shelves, the shelves are designed according to the number of classes and the area of the community reading parks. After the shelves have been made and have been successfully placed in the TBM room, the next activity is shelving or arranging the inputted books into the shelves according to their respective classes. In order for the TBM to function

properly and activities to be controlled, we together with several youth leaders coordinated with the hamlet to create a TBM management structure and conduct training to administrators on how to manage the system and run TBM. With this management and training, it is hoped that after the KKN activities, TBM activities can continue to run well.

E. Socialization of Khadijah Community Reading Park in Bantul Karang Village, Ringinharjo, Bantul

This reading parks was well received by the community because previously there had been a discourse that the Bantul Karang Hamlet wanted to have a reading parks for the people around the Bantul Karang Hamlet, but this could only be realized this year. Previously, we provided an overview and advantages of having a community reading park in the hamlet of Bantul Karang. We coordinated with Mr. Dukuh and involved 7 RTs to jointly donate books door to door to residents' homes. After the community reading parks was completed, we conducted socialization about librarians and librarianship.

This socialization aims to form a clear organizational structure in the Khadijah community reading park and to provide training to the administrators of the reading park. The training itself includes how to open the system, enter books, classification to the way of shelving books on the shelves. At the end of the work program period, we also invited Mr. Dukuh, RT and representatives from the community to be able to attend the event introducing the Khadijah community reading parks to the community and also as a sign of the official opening of the Khadijah reading parks for the community in Bantul Karang Hamlet.

The implementation of the flagship work program for the construction of the community reading park ended with an inauguration on August 28, 2021 in the form of a symbolic cutting of ribbons and cones as well as the signing of the Minutes of Handing over of TBM which was attended by village officials, TBM administrators, representatives of community leaders, field mentor Mr. Ahmad Anwar and all members of KKN 14. RT and representatives from the community to be able to attend the event introducing the Khadijah community reading parks to the community and also as a sign of the official opening of the Khadijah reading park for the community in Bantul Karang Hamlet. The implementation of the flagship work program for the construction of the community reading park ended with an inauguration on August 28, 2021 in the form of a symbolic cutting of ribbons and cones and the signing of the Minutes of Handing over of TBM which was attended by village officials, TBM administrators, representatives of community leaders, field mentor Mr. Ahmad Anwar and all members of KKN 14.

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administrators, representatives of community leaders, field mentor Mr. Ahmad Anwar and all members of KKN 14.

4. CONCLUSION

Overall, the Community Reading Park is a center for information, insight, and knowledge, as a source of collection of library materials in the community, recreation center, and a center for developing potential with innovation and creativity in the community. Community Reading Park plays an active role in realizing the culture of reading interest in the surrounding community. This Community Reading Park has been officially opened for the people of Bantul Karang Village, Ringinharjo, Bantul since August 28, 2021.

All parties participated in establishing the Khadijah Community Reading Park. The problem lies in the human resources in the hamlet of Bantul Karang who do not fully understand the system used to build a Community Reading Park. Therefore, we provide socialization about librarians and participate in the formation of the organizational structure of the Khadijah Community Reading Park. We hope that after the KKN is completed, the Khadijah Community Reading Park in Bantul Karang Village, Ringinharjo, Bantul can still be managed properly and provide benefits to the surrounding community.

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