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Village empowerment by increasing reading interest to children in Sukadami village

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ABSTRACT

Reading is one of the most important activities in human life. Aside from being a means of entertainment, reading has many benefits that can improve one's quality of life. This is in line with the UN agenda, namely Sustainable Development Goals (SDGs), which strive to improve the quality of life for everyone throughout the world. The existence of SDGs point 4 related to quality education has encouraged UPI 2023 thematic Community Services students to set up a reading corner in Sukadami Village. This is based on a lack of interest in reading and the provision of existing facilities in Sukadami Village. The location for establishing this reading corner is in the Karang Taruna secretariat room of Sukadami Village. This placement is considered due to its strategic location so that it is easily accessible by anyone. Methods of implementation include (1) collecting various types of reading materials, (2) establishing reading corners, and (3) socializing the urgency of reading. With this work program it is hoped that it can stimulate interest in reading in the community in Sukadami Village. Another goal is to regenerate post-corona social interaction so that a harmonious and caring society can be re-formed. The end result of the implementation of this program is the success of channeling interest in reading by providing a special place for reading.

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ABSTRAK

Membaca merupakan salah satu aktivitas terpenting dalam kehidupan manusia. Selain sebagai sarana hiburan, membaca mempunyai banyak manfaat yang dapat meningkatkan kualitas hidup seseorang. Ini sejalan dengan agenda PBB yakni Sustainable Development Goals (SDGs) yang berusaha untuk meningkatkan kualitas hidup setiap orang di seluruh dunia. Adanya SDGs poin 4 terkait pendidikan berkualitas ini mendorong mahasiswa KKN tematik UPI 2023 untuk mendirikan pojok baca di Desa Sukadami. Hal ini didasari dengan kurangnya minat baca dan penyediaan sarana yang ada di Desa Sukadami. Adapun lokasi pendirian pojok baca ini berada di ruangan sekretariat Karang Taruna Desa Sukadami. Penempatan ini dipertimbangkan berkat lokasinya yang strategis sehingga mudah dijangkau oleh siapapun. Metode pelaksanaannya antara lain (1) pengumpulan berbagai jenis bahan bacaan, (2) pendirian pojok baca, dan (3) sosialisasi urgensi membaca. Dengan adanya program kerja ini diharapkan dapat menggairahkan minat membaca masyarakat di Desa Sukadami. Adapun tujuan lainnya yakni dapat menumbuhkan kembali interaksi sosial pasca korona sehingga terbentuk kembali masyarakat yang rukun dan saling peduli. Hasil akhir dari pengadaan program ini yakni keberhasilan penyaluran minat baca dengan menyediakan suatu tempat khusus membaca.

Kata Kunci: Desa Sukadami; kuliah kerja nyata; perpustakaan; pojok membaca

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INTRODUCTION

KKN is an acronym for Kuliah Kerja Nyata, meaning Field Study and Community Service. This type of lecture is not conducted in the classroom like most other lectures but in the field. KKN activities at several universities have been established as a mandatory curricular program for students. For example, one such university is the Indonesia University of Education (UPI), which has required KKN since 1975 as one of the requirements for a bachelor's degree. In 2023, UPI is once again conducting a KKN program in two provinces, namely West Java and Banten (see <https://berita.upi.edu/2600-mahasiswa-upi-ikuti-kkn-tematik-semester-genap-tahun-2022-2023/>). The implementation of KKN aims to enable students to learn directly to solve problems within a community. One of the major themes brought by UPI's KKN is "Thematic KKN: Building Villages Based on the SDGs."

These Sustainable Development Goals (SDGs) are commitments made by the United Nations to implement sustainable development by optimizing each country's full potential and resources (Ngoyo, 2015; Iswanaji *et al.*, 2021; Hayati & Yulianto, 2020). The SDGs have 17 main goals, including (1) ending poverty, (2) ending hunger and ensuring food security and improved nutrition, (3) ensuring healthy lives and promoting well-being, (4) ensuring access to quality education, equity, and inclusiveness, (5) gender equality, (6) ensuring access to clean water, (7) clean and renewable energy, (8) equitable economic growth, (9) industrial innovation and infrastructure, (10) reducing inequality, (11) making human settlements safe and comfortable, (12) Sustainable consumption and production, (13) Climate action, (14) Life below water, (15) Life on land, (16) Justice and access to justice for all, (17) Revitalizing global partnerships and strengthening their implementation (Safitri *et al.*, 2022).

Since the UPI Thematic Community Service Program (KKN) is based on the SDGs, the primary focus that needs to be developed in village development must align with the previous 17 points. However, due to the limited time frame of only one month, these 17 points cannot be fully addressed, so it is necessary to map out the priorities for village development programs according to the situation and conditions in the field. Based on a SWOT analysis (*strengths, weaknesses, opportunities, and threats*), the most needed aspect is quality education, specifically point 4. This is because no area is designated for reading activities, such as a mini library or reading corner. However, reading is a fundamental and primary aspect of education (Darise, 2019; Safitri & Dafit, 2021; Muliastri, 2020). As the well-known quote says, the book is a window to the world, and reading is the way to open those windows. Reading is beneficial for expanding knowledge and understanding. From this, books play a significant role as supporting materials in education. As Buckingham states in his book titled "*Telaah Buku Teks Bahasa Indonesia (Analysis of Indonesian Textbooks)*," textbooks serve as learning tools commonly used in academic environments.

Earlier forms of community service that discussed efforts to improve literacy among children through reading corners include those by Shofiyuddin *et al.* (2021) titled "*Peningkatan Minat Baca Anak Melalui Pojok Baca Purnama Desa Gemulung (Enhancing Children's Reading Interest Through the Purnama Reading Corner in Gemulung Village)*" explained that this community service initiative focused on revitalizing the Purnama Reading Corner, which had previously experienced a decline in visitors. For this reason, Shofiyuddin *et al.* (2021) renovated the place and introduced innovations such as a reading program with prizes, literacy, education, and learning assistance through play. The results obtained from this community service were said to be successful, thanks to the innovations provided by the community service group. Other previous community service activities discussing a similar topic were conducted by Malabar *et al.*, (2019) with the title "*Pemberdayaan Perpustakaan Desa melalui Implementasi Gerakan Nasional Gemar Membaca di Kecamatan Suwawa Kabupaten Bone Bolango (Empowering Village Libraries through the Implementation of the National Movement to Promote Reading in Suwawa District, Bone Bolango Regency)*," which focused on revitalizing village libraries and establishing literacy

communities, literacy centers, and public reading gardens in Bone Bolango. The results were considered successful, as evidenced by the appreciation expressed by the community of Suwawa.

Based on previous research, providing books as an effort to build quality education is very essential. However, the main issue regarding the lack of interest in reading among the residents of Sukadami Village is the absence of an institution that facilitates the provision of reading materials. Therefore, due to this issue, the 2023 UPI KKN students initiated the establishment of a reading corner to enhance reading interest and contribute to the development of quality education in Sukadami Village.

Literature Review

Literacy

Literacy comes from the Latin word *litteratus* (littera), which means the ability to read and write. According to Rohim dan Rahmawati (2020), literacy is a person's ability to access and understand something through reading, writing, listening, or speaking. However, with the rapid and widespread dissemination of information, literacy is not limited to reading and writing. Additionally, literacy can be defined as the skill related to reading, writing, and thinking to enhance knowledge and the ability to understand information critically, creatively, and innovatively (Komara & Hadiapurwa, 2023; Suyono *et al.*, 2017). Therefore, literacy is not just reading and writing but also the ability to think critically by utilizing knowledge sources in printed, visual, and digital forms.

In the early stages of literacy development, literacy was defined as the ability to use language and video in various forms to read, write, listen, speak, see, express, and reflect on ideas critically. However, further developments have shown that literacy is related to social situations and applications (Dewi *et al.*, 2021; Anggraeni & Manik, 2023). In this case, literacy is not only related to an individual's ability to understand information but also to their ability to understand the social context and apply it in daily life. For example, initially, literacy was only considered the ability to read and write. However, as times have changed, literacy has evolved into the ability to understand and interpret information received from various sources, including social media and the Internet (Nudiati & Sudiapermana, 2020; Noventa *et al.*, 2023; Darwadi *et al.*, 2022).

Reading Interest

Interest is a tendency of the heart to desire something. Hendrayanti (2018) defines interest as a strong desire for something. According to Kamus Besar Bahasa Indonesia, reading is seeing and understanding the content of a piece of writing (which can be pronounced or read silently). Salma (2019) defines reading as interpreting signs or symbols that the reader can understand. Reading is a fundamental process in a person's learning process. Knowledge is gained through reading, so it is necessary to develop reading habits early (Jatnika, 2019; Anisa *et al.*, 2021; Anggriani, 2020). Reading habits can increase a person's knowledge, sharpen ideas, and enhance creativity (Taib *et al.*, 2022; Azmi *et al.*, 2023). Reading is an effort to improve children's critical thinking skills regarding the information they receive.

Reading interest is a strong motivating factor that makes children interested, attentive, and enjoy reading so that they are willing to do it voluntarily and of their own accord (Maharani *et al.*, 2017). The willingness to read will be carried out wholeheartedly if children have their desire; conversely, children who do not have a high interest in reading will not do so wholeheartedly (Ruslan & Wibayanti, 2019; Nugroho *et al.*, 2023). Reading interest will influence children to improve their reading culture in every development phase. As stated by Kasiyun in Rohim dan Rahmawati (2020), several factors influence low reading interest among students, including:

1. Students lack motivation to read books other than textbooks.
2. Parents do not encourage their children to buy books, so children are more interested in buying toys.
3. Books are relatively expensive, so purchasing power decreases, and reading motivation also decreases
4. There are fewer book authors and translators due to low royalties
5. There are still few public libraries, especially in villages.
6. Many libraries in mosques or other places are not well managed.

Reading ability is a crucial factor in supporting the growth of reading interest, while reading habits are the primary driver for cultivating a reading culture. In this context, reading ability is not only related to an individual's capacity to understand information but also to their ability to comprehend social contexts and apply this knowledge in daily life.

METHODS

The implementation methods employed to stimulate reading interest in Sukadami Village encompass a sequence of stages, including planning, preparation, and execution. During the planning stage, the 2023 UPI KKNstudents held discussions with the Village Head and Karang Taruna (Youth Organization) regarding suggestions for the location of the reading corner. After the location was finalized, we surveyed and improved the reading corner. Next, we further discussed the items needed to set up the reading corner. Regarding the provision of books, we collected them through donations, both online and offline. The collection of reading materials was carried out over one week.

We began assembling shelves, creating a dream tree, and other decorations during the preparation stage. The arrangement of books was done gradually while waiting for books to be collected through the donation system. Finally, we invited children to visit the reading corner during the implementation stage. Here, we conducted an awareness campaign on the importance of reading to motivate children and spark their interest in literacy. At the same time, we implemented Fun Literacy Activities to keep the children engaged and prevent boredom. Another follow-up activity was filling out the dream tree, which helped us identify the children's interests in Sukadami Village. The criteria for measuring the success of this community service activity were changes in public attitude and response toward the reading corner and the dream tree.

RESULTS AND DISCUSSION

This time, the reading corner has been implemented in school environments and a village setting. Students from the UPI KKNin Sukadami Village created a reading corner and a “tree of aspirations” to foster a love for reading among the community. The locals are already familiar with the concept of a reading corner, which is typically found in school environments, as well as a mobile library. This reading space can be moved to different locations.

Space utilization can be considered a simple step toward sustainable infrastructure development. Transforming existing space into useful facilities is undoubtedly a key advantage for a region. As a result, the UPI KKNstudents identified an opportunity to utilize the space for a small library, now known as a reading corner.

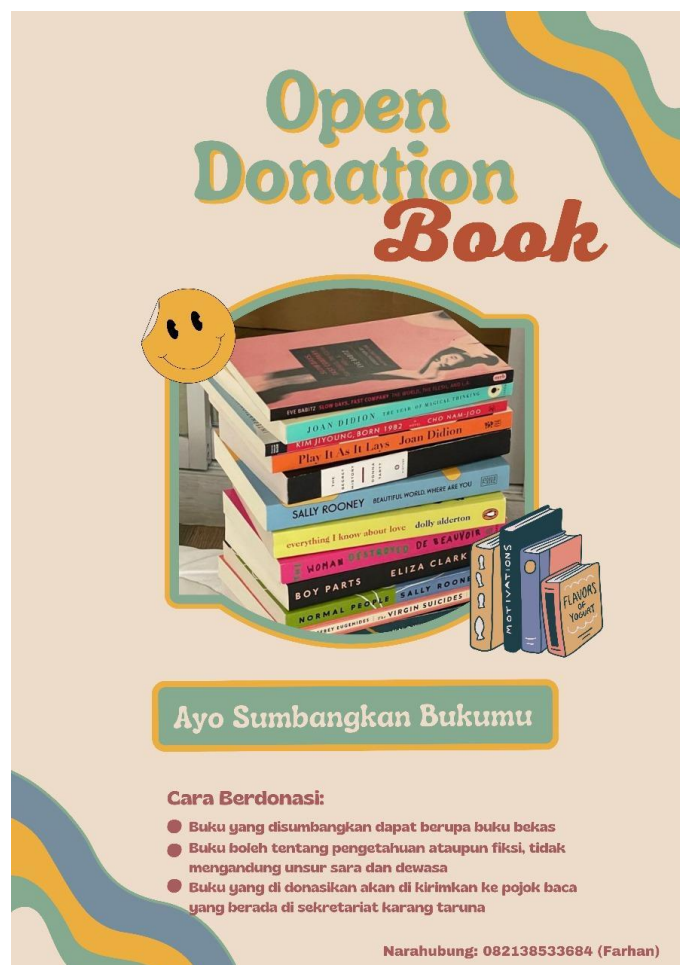


Figure 1. Book Donation Flyer
Source: Author's documentation, 2023

As other projects progressed, UPI KKN students allocated their time to collecting books through donations. The book collection process was executed over a week, encompassing online and offline activities (see **Figure 1**). The estimated book collection process was not optimal, resulting in a relatively limited collection of reading materials. However, this was sufficient to stock the shelves and enliven the reading corner adequately.



Figure 2. Book Acquisition Conditions
Source: Author's document, 2023

The books stored in the reading corner located in the Karang Taruna Secretariat include textbooks as well as entertainment books such as comics, magazines, novels, and business books. In short, the Sukadami Village reading corner is intended for all ages, from children to adults (see **Figure 2**).

The creation of the reading corner began with tidying up the Karang Taruna Secretariat, including cleaning and rearranging the existing furniture. Karang Taruna and UPI KKN students installed banners, figures, and shelves. After the shelves and books were neatly arranged, the UPI KKN students began the process of making a dream tree using simple materials such as cardboard and sticky notes. The room decoration theme was flora and fauna. The KKN UPI students decorated the space using artificial leaves, bonsai, butterfly lamps, tumblr lights, and electric candles.



Figure 3. Dream Tree Creation Process
Source: Author's document, 2023

Making the dream tree began with gathering simple materials such as black cardboard, sticky notes, and glue (see **Figure 3**). The UPI KKN students created the dream tree based on the philosophy that a tree will grow if it is cared for, from small to large, and then produce fruit that can be picked. This philosophy means that there must be a process underlying aspirations and hopes before we can reap or feel the results. Therefore, the final stage in creating the dream tree involves the children of Sukadami Village.

Another philosophy about trees is that they typically grow tall, reaching toward the sky as if competing to reach the heavens. This symbolizes the steadfastness of the heart in pursuing aspirations and ambitions, no matter how high they may be. Ir. Soekarno once said, "Dream as high as the sky; if you fall, you will fall among the stars." We are trying to instill these concepts in the children of SDN Sukadami. All dreams can be achieved as long as we have strong determination and a firm resolve to achieve them.

Learning is one of the first and most important steps to achieving a dream. One source of learning is books, where the reading corner plays a role in providing reading materials to enrich the children's knowledge of Sukadami Village. Books play a crucial role in shaping one's skills and knowledge. Additionally, they offer benefits such as enhancing brain function, increasing empathy, reducing depression, and alleviating stress. It is no wonder that children with a passion for reading tend to have a broader knowledge base than those who do not, as books serve as a window to the world.



Figure 4. The Process of Gluing the Dream Tree
Source: Author's document, 2023

UPI KKN students invited children to gather and write down their dreams. The children of Sukadami Village then attached their aspirations as fruits and leaves on the dream tree (see **Figure 4** and **Figure 5**). The main objectives of creating the dream tree include (1) to help children visualize their hopes and aspirations for the future, (2) to motivate children and instill confidence that one day all the hopes and aspirations they have written down will be realized, and (3) to foster creativity in children, enabling them to develop imaginative and artistic values.



Figure 5. Dream Tree
Source: Author's documentation, 2023

The dream tree has positive benefits for children's development in directly shaping the dreams they want to achieve (Aldrian *et al.*, 2020). The dream tree's implied meaning encouraged KKN students to encourage children in Sukadami Village to dare to think about their hopes and aspirations, which, of course, require a process and perseverance to achieve. This is in line with Bukhari's (2023) opinion that the dream tree can teach children to have aspirations that can help their future lives become more organized. With the reading corner and dream tree placed in the youth organization secretariat, it is hoped that the children of Sukadami Village will develop an interest in reading and have dreams and goals in their lives.

Implementing this program is considered the first step in encouraging other institutions to provide reading materials in Sukadami Village. Several innovations were implemented in this community service, such as socializing the importance of reading, providing a dream tree, and *Fun Literacy Activities*. The central theme of this program is "learning through play." Literacy focuses on developing skills to enhance learning experiences in daily life (Shabrina, 2022). Literacy activities to increase children's interest in reading can be enjoyable to prevent reading from becoming monotonous and boring.

CONCLUSION

In conclusion, this KKN program can be considered successful because the children in Sukadami Village have a reasonably high interest in reading. However, the provision of reading materials is not fully met. With this program, the existing reading interest can be facilitated effectively. Another indicator is seen in

the children's enthusiasm for participating in the program and the supportive response from the community regarding establishing a reading corner. This KKN program also aligns with efforts to prioritize quality education in Sukadami Village, particularly regarding book provision, a critical need. Through establishing a reading corner, the 2023 UPI KKN students have positively contributed to enhancing reading interest and building quality education in Sukadami Village, hoping to encourage other institutions to prioritize providing reading materials in the village. This program has become an integral part of village development based on the United Nations' *Sustainable Development Goals* (SDGs), which is the primary focus of the UPI Thematic KKN program.

AUTHOR'S NOTE

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