

# THE ROLE OF THE LITERACY HOUSE "GUBUK BHAVANA" IN FOSTERING LITERACY CULTURE IN THE NGEPANREJO VILLAGE

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**Abstract:** *The literacy culture in Ngepanrejo Village still needs to be more profound. One effective way to raise awareness of the importance of literacy was creating a literacy house. This article aims to describe the role of the "Gubuk Bhavana" Literacy House in fostering a literacy culture in the Ngepanrejo Village community. This program used some methods, such as lectures, tutoring, problem-based learning, direct one-on-one communication, and focus group discussion. The role of the "Gubuk Bhavana" Literacy House in fostering a culture of literacy in the community is as follows: first, facilitate a reading place in the Literacy House located in Posong Hamlet and 5 Literacy Corners spread across the village as attractive as possible to create a comfortable atmosphere. Second, a collection of books tailored to the target readership was provided, such as those tailored to the work of the people of Ngepanrejo Village, from elementary and middle school students homemakers, and farmers. Third, conducted teaching to elementary school students and regular discussions with film screenings. Fourth, new skills training for homemakers was conducted. Fifth, the formation of an information-aware community. In the future, "Gubuk Bhavana" needs the involvement of religious figures to share the vision of this program so it could maximize the effectiveness of "Gubuk Bhavana" Literacy House.*

**Keyword:** *Literacy Corner; Literacy Culture; Literacy House; Ngepanrejo Village; Village Library.*

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## INTRODUCTION

The Magelang Regency Government has made the quality of human resources the priority strategic issue in the Magelang Regency Development Plan for 2019 to 2024. As a priority issue, the Magelang Regency Government even emphasized this issue in the 2023 development theme, namely "Strengthening Welfare through Strengthening the Quality of Human Resources, Infrastructure Sustainable and Competitive Economy."<sup>1</sup>

<sup>1</sup> Kabupaten Magelang, "RPJMD Kabupaten Magelang Tahun 2019-2024" (Kabupaten Magelang, 2019), <http://bit.ly/RPJMDKABMGL20192024>.

The main reason behind making the quality of human resources the priority is that 13-15-year-olds dominate the Magelang Regency School Enrollment Rate. In other words, people in Magelang Regency only receive education up to junior high school/MTs level. Based on data collected by researchers, in 2021, the average years of schooling in Magelang Regency is 7.79. Thus, the residents of Magelang Regency only receive education up to class VIII of junior high school.

Another reason is that the Indonesian Human Development Index in Magelang Regency shows worrying figures. The Human Development Index (Human Capital Index) ranged from 0.50 to 0.54 in the last ten years. It indicates that Indonesian children born today, 18 years later, can only reach 50% of their maximum productivity potential<sup>2</sup>. The most effective effort to improve this condition is in the educational aspect. Educational aspects need to be enhanced to improve the quality of learning that emphasizes 21st-century skills that are globally oriented<sup>3</sup>.

The Student Organization Capacity Strengthening Program Team (PPK Ormawa) of the Tidar University Communication Science Student Association (HMIK UNTIDAR) found a village in Magelang Regency whose educational conditions were very worrying. The town is called Ngepanrejo Village. As of 2021, this village has a school enrollment rate below the average school enrollment rate in Magelang Regency.

The results of the researcher's observations found that the population of Ngepanrejo Village was dominated by those who had only completed elementary school, amounting to 2,245 residents (47.60%). Followed by the people who did not go to school, as many as 889 (18.85%), the population who had not finished elementary school was 667 (14.14%). This finding needs serious attention because some people in Ngepanrejo Village do not even have an education. One of the fourth points of the Sustainable Development Goals (SDGs) is Quality Education<sup>4</sup>. It means that the government requires Indonesians to study for 12 years, and this will even be facilitated by the state, which has free schools without fees.

Low Education in Ngepanrejo Village then had a domino effect. Low education ultimately produces human resources that could be more skilled and qualified<sup>5</sup>. Unproductive workers are

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<sup>2</sup> Badan Pusat Statistik, "Indeks Pembangunan Manusia," last modified 2022, accessed September 27, 2023, <https://www.bps.go.id/id/subject/26/indeks-pembangunan-manusia.html>.

<sup>3</sup> Md. Jahangir Alam, Rakibul Hassan, and Keiichi Ogawa, "Digitalization of Higher Education to Achieve Sustainability: Investigating Students' Attitudes toward Digitalization in Bangladesh," *International Journal of Educational Research Open* 5 (December 2023): 100273.

<sup>4</sup> Pongsakorn Limna, "A Review of Transformation and Digital Literacy for the Sustainable Development in the Greater Mekong Subregion – Working Paper," *Qeios* (October 20, 2023), accessed May 4, 2024, <https://www.qeios.com/read/PP6Y66>.

<sup>5</sup> Pritika Reddy, Bibhya Sharma, and Kaylash Chaudhary, "Digital Literacy: A Review in the South Pacific," *Journal of Computing in Higher Education* 34, no. 1 (April 2022): 83–108.

born every year, leading to social and economic problems<sup>6</sup>. Accelerated educational improvement is needed to break this chain and create superior human resources. It should be noted that most residents in Ngepanrejo Village are farmers, casual workers, and housewives, and most of the rest do not work. Thus, it is necessary to improve work productivity through integrated education and training in a sustainable program that will ultimately create jobs in Ngepanrejo Village. Apart from that, Ngepanrejo Village also needs immediate improvements in health literacy, especially regarding sexual education, because forming healthy resources requires essential services.

The strategy proposed by Bappenas to develop education to achieve Indonesia's development vision 2045 is, "The educational level of the Indonesian population is increased to achieve superior human resources." In other words, the role of the community in educational development is needed. Therefore, the PPK Ormawa HMIK UNTIDAR Team created a sustainable, inclusive program centred in the Literacy House "Gubuk Bhavana" Ngepanrejo Village. Gubuk Bhavana helps every resident of Ngepanrejo Village, from children, teenagers, and adults to older people, improve their literacy.

In the "Gubuk Bhavana" Literacy House program, the team divided strategic issues into three things—first, education. The team built the Literacy House "Gubuk Bhavana" as the centre of the work program, which has five literacy corner branches. The team also held literacy meetings or community assistance activities, formed Information Awareness Groups, and even traditional playhouses. The "Gubuk Bhavana" Literacy House Program is an implementation of Village SDGs point 4, Quality Village Education, point 9, Village Infrastructure and Innovation According to Needs, and point 18, Dynamic Village Institutions and Adaptive Village Culture<sup>7</sup>.

The results of preliminary research found that the cause of the low literacy of the community in Ngepanrejo Village was the lack of access to bookstores and books. Besides, their home environment is not supportive yet. Furthermore, there is a low availability of interesting books. Lastly, there is a lack of age-appropriate books.

Second, Social Economics. The team carries out digital skills training, various kinds of skills activities, and environmental care activities that will impact sustainable community economic activities. This program implements the Village SDGs, point 1, Village Without Poverty. Point 2, Village Without Hunger. Point 10, Village Without Inequality. Point 8, Equitable Village Economic Growth, and point 17, Partnership for Village Development.

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<sup>6</sup> School of Business and Management, Institut Teknologi Bandung, Ahmad Danu Prasetyo, and Evita Sonny, "The Analysis of Determinants of Developing Village Index in Indonesia," *The Asian Journal of Technology Management (AJTM)* 13, no. 2 (2020): 158–172.

<sup>7</sup> Ericka Darmawan et al., *Pioneering SDGs Desa Center* (LPPM-PMP Universitas Tidar, 2022).

Lastly, Health. The team provides education about sexual health and balanced nutritious food as a form of health literacy. Apart from that, to improve the welfare of the people of Ngepanrejo Village. This program implements Village SDGs point 5, Involvement of Village Women, and point 3, Healthy and Prosperous Villages.

The "Gubuk Bhavana" Literacy House Program can be categorized as a community empowerment or development program. Community development can also be understood as increasing access to achieve better socioeconomic conditions than before-development activities. With hope, the people in these places are expected to become more independent and have a better quality of life and welfare<sup>8</sup>.

Community empowerment programs have three main characteristics: (1) Community-based, (2) Local resource-based, and (3) Sustainable. Community development is a broad concept that includes various forms of efforts by applying theory and practice in the form of civic leaders and activists, as well as involving residents and professionals to improve different aspects of life in local communities<sup>9</sup>. In practice, implementers identify problems, study local resources, analyze local power structures, and identify community needs and other things in the community<sup>10</sup>.

Several principles in community development are: (1) Community needs must be seen in a holistic approach; (2) Community development is a process that is an essential part of all activities so that it can be monitored and evaluated correctly and treated as important as the results or progress obtained; (3) Empowerment is the result of community influence, participation, and education; (4) The activities carried out must ensure that they take into account the surrounding environment; (5) Considering sustainability; (6) Partnerships between all actors will ensure fairer access to resources<sup>11</sup>.

Preparing community development involves the community in a participatory manner so that the program implemented is based on the community's needs<sup>12</sup>. In carrying out community development, the team must not make their assumptions. Each stage of the methodology is

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<sup>8</sup> Maimunah Ismail, "Corporate Social Responsibility and Its Role in Community Development: An International Perspective," *Journal of International Social Research* 2, no. 9 (2009), <https://www.sosyalarastirmalar.com/abstract/corporate-social-responsibility-and-its-role-in-community-development-an-international-perspective-73029.html>

<sup>9</sup> Mark Chris M. Lapuz, "The Role of Local Community Empowerment in the Digital Transformation of Rural Tourism Development in the Philippines," *Technology in Society* 74 (August 2023): 102308.

<sup>10</sup> Dean Kruckeberg and Kenneth Starck, *Public Relations and Community: A Reconstructed Theory*, 1. publ. (Westport, Conn.: Praeger, 1988); Lapuz, "The Role of Local Community Empowerment in the Digital Transformation of Rural Tourism Development in the Philippines."

<sup>11</sup> Marianne D. Sison and Zeny Sarabia-Panol, *Corporate Social Responsibility, Public Relations and Community Engagement: Emerging Perspectives from Southeast Asia*, Routledge new directions in public relations and communication research (London New York: Routledge, 2019).

<sup>12</sup> Hubert Campfens, ed., *Community Development around the World: Practice, Theory, Research, Training* (Toronto ; Buffalo: University of Toronto Press, 1997).

implemented in such a way that this kind of tactic will have a positive impact on both society and the organization that launches it<sup>13</sup>.

Previous community service that focused on establishing literacy houses had challenges in the form of a digital database system for book collections and training for village reading park managers that could not be implemented within one year<sup>14</sup>. Previous community service also found that the challenge in building this was the administrators who would continue the program<sup>15</sup>. In addition, other challenges include involving parents and teachers, as well as creating exciting events in the reading corner<sup>16</sup>. In this community service, we have analyzed the challenges in creating literacy houses and literacy corners, so it is hoped that the "Gubuk Bhavana" literacy house program can be an ideal illustration of creating literacy houses.

This article wants to make a new contribution to creating village library programs in Indonesia with deficient literacy levels. In it, there is a connection with the cultural and religious values held by society. Apart from that, communication dynamics also occur in forming a process of active participation from the public in the programs being implemented. Finally, the construction of a village library in the form of the "Gubuk Bhavana" Literacy House program was built through an intense communication process between the program makers (PPK Ormawa HMIK Team) and the target community of Ngepanrejo Village. In this way, program makers and the target community have mutual understanding and mutual benefit. The results of this article can be an ideal depiction of building village libraries in the form of literacy houses and literacy corners in villages with very low literacy.

## **METHOD**

Based on the description of the problem, the solution offered through this community service program is the construction of a literacy house as an effort to build a smart village in Ngepanrejo Village. This program is carried out using methods including lectures, tutoring, problem-based learning, direct one-on-one communication, focus group discussions, and demonstrations.

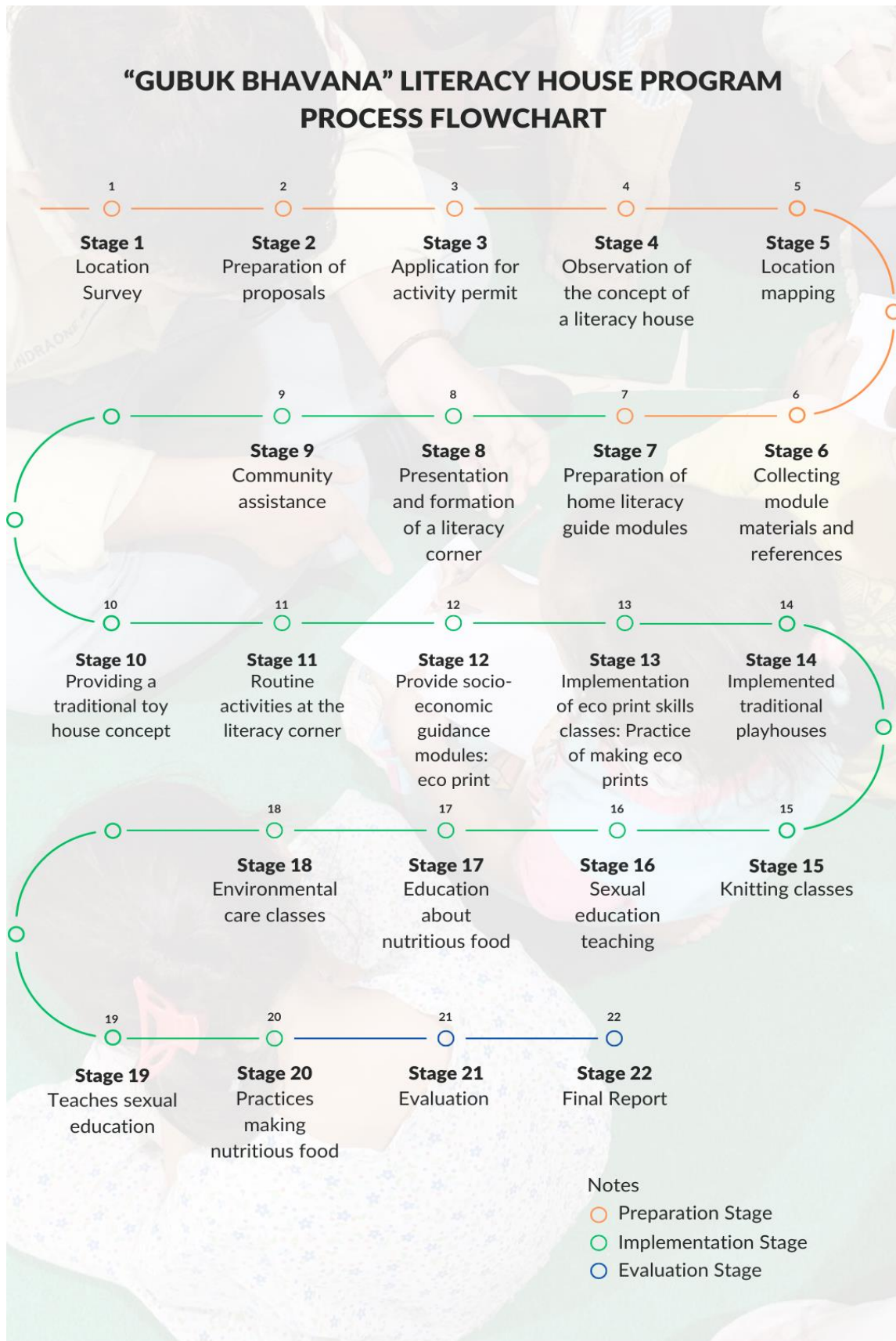
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<sup>13</sup> Thi Linh Phuong Dang, Arman Sadreddin, and Suchit Ahuja, "Readily Available Technologies in Low-Resource Communities: A Review and Synthesis," *Information Technology for Development* 30, no. 1 (January 2, 2024): 132–172.

<sup>14</sup> Sihar Pandapotan, "Pengembangan Model Kampung Literasi Untuk Meningkatkan Motivasi Pendidikan Dan Minat Membaca Masyarakat Desa Kolam Kabupaten Deli Serdang," 2017.

<sup>15</sup> Rachmat Dana Pratama et al., "Pemberdayaan Masyarakat Melalui Program Rumah Literasi Kreatif Di Kabupaten Kutai Kartanegara," *Journal of Social Development Studies* 2, no. 2 (September 2021): 30–42.

<sup>16</sup> Rahmat Rahmat et al., "Upaya Meningkatkan Literasi Membaca Melalui Pojok Baca Untuk Mengantisipasi Buta Huruf Bagi Anak-Anak Di Desa Doda," *OPTIMAL: Jurnal Ekonomi dan Manajemen* 3, no. 2 (June 2023): 121–132.



**Figure 1.** "Gubuk Bhavana" Program Process Flowchart

The "Gubuk Bhavana" Literacy House Program was implemented in five months from June to October 2023. The targets of the program are divided into 2, namely primary targets and secondary targets. The primary target is the young generation in Ngepanrejo Village, consisting of 50 children and 20 teenagers. The secondary target is parents in Ngepanrejo Village, especially 50 homemakers.

The implementation stages of the "Gubuk Bhavana" Literacy House Program start from the preparation stage in June 2023. Several preparations carried out by the Ormawa HMIK PPK Team are (1) Location survey; (2) Preparation of proposals; (3) Application for activity permit; (4) Observation of the concept of a literacy house; (5) Location mapping; (6) Collecting module materials and references; (7) Preparation of home literacy guide modules; (8) Presentation and formation of a literacy corner; (9) Community assistance; (10) Providing a traditional toy house concept; (11) Implementation assistance by related agencies.

Next, the team carried out routine activities in the literacy corner, which also functions as a traditional toy house, on July 2023. Then, provide socioeconomic guidance modules, implementation of eco print skills classes, and practice of making eco prints. In August 2023, the team began to revive literacy corners spread across five hamlets in Ngepanrejo Village. Then, the team also implemented traditional playhouses, knitting classes, sexual education teaching, and education about nutritious food. Meanwhile, in September 2023, the team still carried out routine activities in literacy corners in Ngepanrejo Village, which also functions as traditional playhouses. The team also carries out environmental care classes, provides health program modules, teaches sexual education, and practices making nutritious food.

Finally, the monitoring and evaluation stage was carried out in October 2023; the team carried out evaluations and follow-up feedback from the Ngepanrejo Village community and wrote a final report.

## **RESULTS AND DISCUSSION**

Before launching the "Gubuk Bhavana" Literacy House Program, the PPK Ormawa HMIK Team had three things as the first step. First, collect basic village data, both primary data and secondary data. The team used this data to know and understand the village better through the numbers in the data. Second, the group approached vital figures, both formal and informal figures, in Ngepanrejo Village. This approach is carried out while introducing yourself. Third, the team shows concern for the problems faced by the community and is willing to work with the residents to overcome these problems. All three were carried out by the PPK Ormawa HMIK



Team continuously and simultaneously.

In obtaining Basic Village Data, the PPK Ormawa HMIK Team interviewed several parties ranging from village heads, village officials, and related stakeholders to residents. The interview is used as a basis for creating a SWOT analysis. The team tried to identify existing problems and threats and the potential and opportunities of Ngepanrejo Village. This SWOT analysis then becomes the basis for activity plans in Ngepanrejo Village to suit the needs and potential of the village. This SWOT analysis is also used to indicate success so that when the program ends, the team has concrete data for comparison before and after the program. The Basic Village Data obtained at the Ngepanrejo Village Office consists of history, village geographic maps, government, demographics, labour, social, health, public facilities, social facilities, agricultural, plantation, livestock, and fisheries sectors.

The second step taken by the PPK Ormawa HMIK Team was to approach community leaders. This activity consists of visiting community leaders in Ngepanrejo Village. It is done as a form of initial friendship for the team to enter an area. Community figures seen by the PPK Ormawa HMIK Team included the Head of Ngepanrejo Village, Village Guidance Officers (Babinsa) from the Indonesian Army and Indonesian Police, Village Heads, elementary school and Islamic Schools officials, as well as elders in the Ngepanrejo area.

The approach is not only carried out formally, such as approaching community leaders. The team came to religious leaders in Ngepanrejo Village informally. Before running the village library program "Gubuk Bhavana Literacy House," the team carried out persuasive communication with a religious approach. Based on the results of interviews and observations, this was done because the target audience, namely the people of Ngepanrejo Bandongan Village, is a religious community. The people of Ngepanrejo Village have a routine agenda, namely, recitation of the Al-Qur'an.

The team's participation in routine recitation activities turned out to have a positive impact on community trust in the group. The team is often involved in village events, such as being on the committee to celebrate the Independence Day of the Republic of Indonesia, up to the request for additional construction of a village library. This request was even conveyed personally by the Hamlet Head to the team leader.





**Figure 2.** Team members of the Ormawa HMIK PPK Ormawa HMIK approach Students of MI Al Islam

The team's routine participation in recitations and volunteering to be on the committee to celebrate the 78th Independence Day of the Republic of Indonesia manifests the PPK Ormawa HMIK Team's concern for Ngepanrejo Village. The PPK Ormawa HMIK Team cares about the activities, routines, and culture in Ngepanrejo Village to build trust among the people of Ngepanrejo Village. The team recognized the excellent response from the village community as a good start for the program's sustainability. The Chair of the PPK Ormawa HMIK Team believes that this good reception will ultimately lead to active participation from the community in the village library program that will be implemented.

The team's approach to reaching out to the younger generation is to become volunteer teachers for children at the Al-Quran Education Park (TPQ). Before the actual program begins, the team volunteers as teachers Monday through Friday for several weeks. The team realized their teaching skills in Al-Quran reading and writing were different. To get around this, the team only assigned members with an above-average ability to read and write the Koran.

The third step is constructing a Literacy House and Literacy Corner, "Gubuk Bhavana." This construction was carried out to support the overall program of the "Gubuk Bhavana." Supporting facilities and infrastructure are needed. Ngepanrejo Village has no reading facilities, so this is a challenge for the PPK Ormawa HMIK Team. Of the many hamlets in Ngepanrejo Village, 5 locations were selected that would later become Literacy Corners, namely Beji, Citran, Petung Ombo, Petung Lumut, and Garengan. The Literacy House was built in Posong.

The PPK Ormawa HMIK Team also arranged the "Gubuk Bhavana" layout and managed

the existing books. The "Gubuk Bhavana" layout is essential for optimizing the management of the Literacy House and Literacy Corner. It is because all programs will be carried out in the Literacy House and Literacy Corner. This arrangement includes determining the location, arranging the room, arranging furniture and equipment, and the flow of librarians (Literacy House and Literacy Corner staff) and users (people who visit the Literacy House and Literacy Corner).



**Figure 3.** Team members of PPK Ormawa HMIK were painting on one of the literacy corners

The PPK Ormawa HMIK Team realized that the layout would significantly influence the atmosphere of the Literacy House and Literacy Corner. Apart from that, a good design makes it easier for visitors to find existing books. Apart from that, it is easy for officers to manage and maintain existing book collections and provide services. The fourth step is to provide a collection of books tailored to the target readership, such as adapting to the work of the people of Ngepanrejo Village, from elementary and middle school students and homemakers to farmers. The PPK Ormawa HMIK Team makes reading a habit during routine teaching to cultivate literacy. This reading habit activity can foster children's need to read. The books used in this habituation are picture story books and books with more pictures. The choice of picture books is with reason. However, the PPK Ormawa HMIK Team believes picture storybooks can help children understand stories better, develop imagination, be more entertaining to read, and become more familiar with aesthetics.

The book collections obtained through purchases and donations are then managed first before finally being arranged on the bookshelves available in each Literacy House and Literacy Corner. The arrangement of the book collection is preceded by book collection numbering, classification, and cataloguing. Books are classified based on size, type, and branch of knowledge. It is helpful to make it easier for library users to find the books they want. After that, a catalogue was also created to make it easier for managers to find information on books in the library. The

final stage is giving numbering labels, making books for borrowing and returning, and visitors' books for the Literacy House and Literacy Corner.



**Figure 4.** Team members of PPK Ormawa HMIK sorting books for the literacy house

The fifth step was conducting teaching to elementary school students and regular discussions with film screenings. Teaching to elementary school students has been carried out continuously since the Literacy House and Literacy Corner were completed, starting in August 2023. This activity aims to provide a fun learning experience for children. With this experience, the children's willingness to read, write, and count will grow.



**Figure 5.** Team members of PPK Ormawa HMIK were teaching in the literacy corner

The PPK Ormawa HMIK Team teaches five days a week, Monday to Friday in the afternoon. Saturdays and Sundays are especially used for playing and studying, such as film

discussions. The PPK Ormawa HMIK Team teaches an average of 15 students every day. The Hamlet Head assists with information regarding the implementation of routine teaching. The hamlet head will provide this information to the parents in the hamlet. In this way, children's participation in activities at the Literacy House and Literacy Corner can be maintained, with an average of 15 students being taught every day by the PPK Ormawa HMIK Team. During teaching, the PPK Ormawa HMIK Team members will accompany 3 to 4 children. The positions will also sit separately even though they are still close together.

The activities in this routine teaching have various topics. It is because the teaching system is like private tutoring. Each member of the PPK Ormawa HMIK Team must have a journal of notes regarding the children, which records on that day what the child learned, how the child learned, what parts he had difficulty with and the solution. Each member of the PPK Ormawa HMIK Team must also be prepared for the different conditions of the children. The PPK Ormawa HMIK Team teaches literacy, reading, writing, and counting.

In connection with assistance to increase interest in reading, members of the PPK Ormawa HMIK Team who serve as teachers carry out the following stages: (1) The teacher provides a choice of reading materials that he feels are suitable for the child; (2) The teacher responds to the child's reading activities and assesses the child's reading results by giving the child the opportunity to retell what he has read; (3) Teachers create a conducive and enjoyable teaching atmosphere.



**Figure 6.** Inauguration of the "Komunitas Sadar Informasi" (Information Conscious Community) by the Head of Ngepanrejo Village

The sixth step is to conduct new skills training for homemakers. This new skills training aims to empower women in Ngepanrejo Village. This new skills training consists of eco-print



making and knitting. The seventh step is to form an Information Aware Community. This Information Aware Community will be an extension of the PPK Ormawa HMIK Team to cultivate literacy in Ngepanrejo Village after this program ends. The Information Aware Community comprises the young generation in Ngepanrejo Village, who are committed to inviting the people around them to continue cultivating literacy.

The formation of the Information Aware Community (KSI) is an effort to form a literacy culture. This group needs to be a party that can empower the Ngepanrejo community to increase their literacy. KSI is equipped with education, training, and skills so that they can be independent and overcome literacy-based problems in society.

**Table 1.** Forms of Participation of the Ngepanrejo Village People on “Gubuk Bhavana” Program

No	Activity	Forms of Participation
1	Preparation	The Ngepanrejo Village People welcomes the "Gubuk Bhavana" Program, village officials and community leaders are cooperative in coordinating program preparations, and hamlet heads and residents are willing to donate space to be used as a Literacy House and Literacy Corner.
2	Program Socialization with Village Officials	All village officials attended the program socialization.
3	Program Socialization with Ngepanrejo Elementary School Students	Ngepanrejo Elementary School Students and Teachers participated enthusiastically in the socialization.
4	Program Socialization with MI Al Islam Students	MI Al Islam Students and Teachers participated enthusiastically in the socialization.
5	Digital Literacy Socialization for the Young Generation	50 young people from various hamlets took part in the socialization.
6	Digital Literacy Socialization for Elementary School Students	There, 80 Ngepanrejo Elementary School students took part in the socialization.
7	Environmental and Waste Socialization	The disaster response group participated in the socialization and practice with enthusiasm.
8	Teaching	An average of 15 children attend routine teaching every day.
9	Film Discussion	20 children around the Posong Village Literacy House participated enthusiastically in the film discussion.

No	Activity	Forms of Participation
10	Knitting Training	There were 25 homemakers enthusiastically taking part in the knitting training.
11	Eco Print Training	25 homemakers enthusiastically took part in the eco print training.
12	Formation of Information-Aware Communities	Youth from various hamlets are involved in forming information awareness communities.
13	Formation of the management of the Literacy House and Literacy Corner	Youth from the hamlets of Posong, Beji, Citran, Petung Ombo, Petung Lumut, and Garengan are involved in the formation of the management of the Literacy House and Literacy Corner.

Source: Research Result, 2023

The results of the achievements of the "Gubuk Bhavana" program are that the people of Ngepanrejo Village, who were the target, have actively participated in the "Gubuk Bhavana" program held by the PPK Ormawa HMIK Team. With a method that is fun and not boring, the target audience can understand what the PPK Ormawa HMIK Team teaches. For elementary school children, based on the results of interviews and observations, their interest and curiosity about this program have increased. Likewise, with mothers, they think that this program is beneficial for them.

Other indicators of success obtained from the "Gubuk Bhavana" program, other forms obtained from the "Gubuk Bhavana" program include: (1) Elementary school students in Ngepanrejo Village experienced an increase in academic scores at school; (2) Elementary school students in Ngepanrejo Village experienced an increase in understanding reading; (3) Teachers and parents feel significantly helped by the Literacy House and Literacy Corner "Gubuk Bhavana" because it helps teach their children to learn in a fun way. Apart from that, teachers and parents are also inspired to support their children's learning.

The Literacy House "Gubuk Bhavana" fosters a culture of literacy in the Ngepanrejo Village community by (1) Facilitating a reading place in the Literacy House located in Posong Hamlet and 5 Literacy Corners spread across Beji, Citran, Petung Ombo, Petung Lumut, and Garengan Hamlets as attractively as possible to create a comfortable atmosphere; (2) Providing a collection of books tailored to the target readership, such as adapting to the work of the people of Ngepanrejo Village, from elementary and middle school students, housewives, to farmers; (3) Conducting teaching to elementary school students and regular discussions with film screenings; (4) Conducting new skills training for housewives; (5) Formation of an information aware

community.

The PPK Ormawa HMIK team realizes that there is a need for community active participation in the Gubuk Bhavana Program. The team is trying to get closer to the community to raise awareness among the residents of Ngepanrejo village that they need this program. In other words, the efforts made by the PPK Ormawa Team are an implementation of the CBMA Community-based Management Approach<sup>17</sup>.

CBMA is an effort to prepare in advance the perception and commitment of residents that the residents of Ngepanrejo Village are the subjects of every activity in the village. With this commitment and motivation, it is hoped that every citizen will make maximum contributions towards independence in the decision-making process, planning, implementation of each activity, utilization of results and assessment and sustainability<sup>18</sup>.

Decision-making and planning are essential components of the community empowerment approach. In the planning preparation process, village residents are expected to be able to exchange and provide information or data about the village's actual situation. Based on the results of observations, residents of Ngepanrejo Village openly explained their problems and hopes regarding this program. Thus, the results of this joint planning reflect the desires based on the needs and abilities of the Ngepanrejo Village community. The decision made by the team was considered appropriate by the results of previous research, which stated that the implementation of village community development programs had an essential element, namely the participation of the village community itself<sup>19</sup>.

The children taught are aged 6-12 years and in elementary school. These children are the primary target audience for this program because of the high school dropout rate in Ngepanrejo Village. While teaching at the Al-Quran Education Park, the team realized they were building branding for the Literacy House village library "Gubuk Bhavana." The team believes first impressions are crucial, especially in children's eyes. The team is also cautious when it comes to children.

In acting with children who live in villages with low literacy levels and inequality in digital

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<sup>17</sup> Norhasni Zainal Abiddin, Irmohizam Ibrahim, and Shahrul Azuwar Abdul Aziz, "Advocating Digital Literacy: Community-Based Strategies and Approaches," *Academic Journal of Interdisciplinary Studies* 11, no. 1 (January 3, 2022): 198.

<sup>18</sup> Sein Oh and Lorri Mon, "Community-Based Learning and Data Literacy: The Role of the Public Library," *Information and Learning Sciences* (January 12, 2024), accessed May 4, 2024, <https://www.emerald.com/insight/content/doi/10.1108/ILS-06-2023-0078/full/html>.

<sup>19</sup> Hanna Onyi Yusuf and Bawa Ribah Mairiga, "Assessment Of The Contributions Of Community Based Management Organizations In Promoting Literacy In Ube Schools In Kaduna State, Nigeria" (October 19, 2017), accessed May 4, 2024, <https://zenodo.org/record/1025672>.



access, the team must act like that. The gap in children's access to digital facilities causes differences in attitudes<sup>20</sup>. Children with good digital accessibility have positive attitudes and vice versa<sup>21</sup>. The most fearful thing is that inequality in digital access can ultimately hinder the achievement of educational goals<sup>22</sup>.

Researchers found that the Literacy House "Gubuk Bhavana" is an innovation that needs to be accepted by the people of Ngepanrejo village. By accepting this innovation, society can increase its literacy. It is hoped that a literacy culture will be formed in the future. One sign of this is the increase in independent reading habits of the younger generation of Ngepanrejo Village. This independent reading habit needs to be developed because, based on research results, there is a positive and significant correlation between independent reading habits and reading ability and mathematics ability<sup>23</sup>.

In this program, the effort to form a literacy culture is by creating a community group, namely the Information Awareness Group (KSI). Based on the results of interviews and observations, this community is the key to the sustainability of the "Gubuk Bhavana" program. Information Communities need to be strengthened with various types of training to increase community capacity regarding human resources and literacy skills. Community strengthening can be done through focused discussions with multi-directional communication patterns.

In Edwards' view, the success of the implementation of the "Gubuk Bhavana" Literacy House program carried out by PPK Ormawa HMIK can be analyzed from the following factors: (1) Communication, (2) Resources, (3) Disposition; (4) Bureaucratic structure. In its communication role the PPK Ormawa HMIK Team carries out a communication role because they realize that communication is a determinant of the entire program's success. In this context, the communication strategy implemented is community empowerment communication that meets the principles of transmission, consistency, and clarity<sup>24</sup>.

The transmission principle was implemented to ensure that this program would be sustainable. The PPK Ormawa HMIK Team communicates continuously with all parties

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<sup>20</sup> John O. Odumesi and Bayonle S. Sanusi, "Achieving Sustainable Development Goals from a Cybersecurity Perspective," *Advances in Multidisciplinary and scientific Research Journal Publication* 2, no. 1 (July 30, 2023): 1–10.

<sup>21</sup> Alam, Hassan, and Ogawa, "Digitalization of Higher Education to Achieve Sustainability."

<sup>22</sup> Francesca Gottschalk and Crystal Weise, *Digital Equity and Inclusion in Education: An Overview of Practice and Policy in OECD Countries*, OECD Education Working Papers, vol. 299, OECD Education Working Papers, August 8, 2023, accessed May 4, 2024, [https://www.oecd-ilibrary.org/education/digital-equity-and-inclusion-in-education\\_7cb15030-en](https://www.oecd-ilibrary.org/education/digital-equity-and-inclusion-in-education_7cb15030-en).

<sup>23</sup> Chao-Chen Chen et al., "Research Trends from a Decade (2011–2020) for Information Literacy in Higher Education: Content and Bibliometric Mapping Analysis," *Proceedings of the Association for Information Science and Technology* 58, no. 1 (October 2021): 48–59.

<sup>24</sup> George C. Edwards, *Implementing Public Policy*, Politics and public policy series (Washington, D.C: Congressional Quarterly Press, 1980).

involved in the "Gubuk Bhavana" Literacy House program. The delivery method chosen by the Ormawa PPK Team is to take an approach according to the characteristics of the community, starting from lectures, tutoring, problem-based learning, direct communication by one, focus group discussions and demonstrations. The continuity of the "Gubuk Bhavana" Literacy House is also very dependent on the existence of an Information Aware Community. This Information Aware Community will be an extension of the PPK Ormawa HMIK Team to cultivate literacy in Ngepanrejo Village after this program ends.

The PPK Ormawa HMIK Team implements the principle of consistency by carrying out structured communication so as not to confuse the people of Ngepanrejo Village. Consistent communication can also be understood by the efforts of the PPK Ormawa HMIK Team to communicate things that are easy to understand and are needed first by the people of Ngepanrejo Village. After that, proceed with entering messages related to the program. With consistency, it is hoped that there will be awareness among the people of Ngepanrejo Village that literacy is necessary.

The principle of clarity goes hand in hand with the principle of consistency. In carrying out the "Gubuk Bhavana" Literacy House program, the PPK Ormawa HMIK Team repeatedly approached several existing community figures through *sowan* or visits to convey the aims and objectives of the program. After receiving a good welcome from the figures, the PPK Ormawa HMIK Team conducted various outreach related to the program. Socialization for the PPK Ormawa HMIK Team is not the last thing to be done, but socialization is the initial stage to increase awareness. In the context of a service program like this, the PPK Ormawa HMIK Team realizes that socialization must be continued with continuous mentoring and training so that, in the end, it can change people's behaviour.

The resource aspect is divided into human resources, facilities and infrastructure, and information and authority resources. Human resources are implemented by establishing the Ngepanrejo Village Information Awareness Community. This information-aware community is trained in various digital skills and is accompanied by the Magelang Regency Communication and Information Service. The team has also created a management structure for the Literacy House and Literacy Corner in Ngepanrejo Village. These administrators function as librarians or library service staff at the Literacy House and Ngepanrejo Village Literacy Corner. Librarians have been trained in the basics of information management in literacy houses and corners.

Furthermore, regarding the facilities and infrastructure resources of the Literacy House and Literacy Corner "Gubuk Bhavana." The PPK Ormawa HMIK Team has provided complete

facilities and infrastructure. There are thousands of book collections with places designed to be as comfortable as possible. The existing book collections are tailored to the target audience or users, starting from Literacy House and Literacy Corner. The primary consideration in procuring a book collection is the age, occupation, and preferences of the users or visitors to literacy houses and literacy corners.

Regarding information resources and authority, the PPK Ormawa HMIK Team has prepared SOPs that can be used by librarians in managing the Literacy House and Literacy Corner in Ngepanrejo Village. Then, the Information Aware Community has a module that can be used when this community carries out tasks after completing this program. After completing this program, librarians will have full authority at Literacy Houses and Literacy Corners and Information Awareness Communities. Periodically, to improve the information and competence of librarians and the Information Aware Community, the PPK Ormawa HMIK Team has collaborated with the Magelang Regency Communication and Information Service to assist.

The third aspect is disposition. In this context, the disposition referred to is the level of awareness of librarians and the Information Aware Community in implementing the "Gubuk Bhavana" Literacy House program. Before appointing librarians and the Information Aware Community, the Ormawa PPK Team had recruited the young generation of Ngepanrejo Village who had potential. Thus, the awareness of the selected young generation is above average and can be relied on for program sustainability.

The fourth aspect is the bureaucratic structure. In this context, the PPK Ormawa HMIK Team implemented it in the Standard Operating Procedure (SOP) for Literacy Houses and Literacy Corners, Literacy House and Literacy Corner librarians, and the Information Awareness Community. This SOP is permanent, routine, and does not change. This SOP is integrated between Literacy House and Literacy Corner. It is also the case between Literacy House Librarians Literacy Corners and Information Awareness Communities.

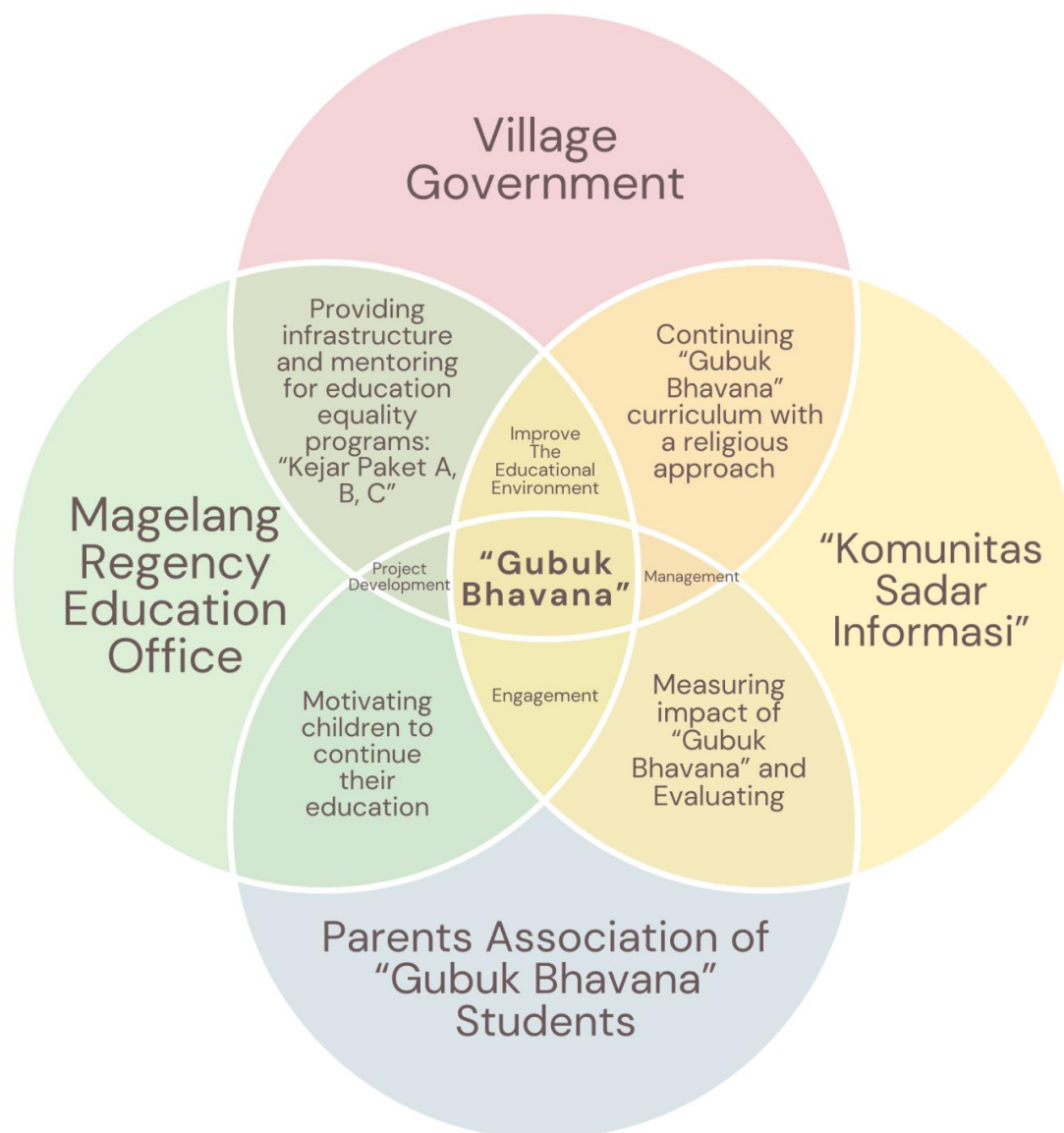
For this program's sustainability, religious figures' role is needed to help sustain this program. Religious figures are essential in communication programs that aim to change people's behavior<sup>25</sup>. The team realized that in religious communities, such as the target audience for this library, religious leaders have an essential role in changing the behavior of village communities. Therefore, the team is still looking for religious leaders who can be part of the Information Aware Community to be involved in this program.

The "Gubuk Bhavana" program can be classified as a program that implements the

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<sup>25</sup> Paul A. Djupe and Jacob R. Neiheisel, "The Religious Communication Approach and Political Behavior," *Political Psychology* 43, no. S1 (November 2022): 165–194.

concept of community development<sup>26</sup>. In this concept, the key to program success lies in (1) Increasing the program's impact on community welfare, (2) Increasing the role of local stakeholders in local economic development activities, (3) Activities need to be carried out in a participatory manner by making the community not only the object of development but also the subject to increase program efficiency by avoiding bias in the aspirations of the community who will be the target of development; (4) Receive appreciation and support from the community or key stakeholders in the organizational environment<sup>27</sup>.



**Figure 7.** Long-Term Development Plan of "Gubuk Bhavana" Program

<sup>26</sup> Campfens, *Community Development around the World*.

<sup>27</sup> Campfens, *Community Development around the World*.

Reflecting on the concept of community development, the Ngepanrejo Village "Gubuk Bhavana" Literacy House Program has successfully empowered the community with the correct methodology. This program can improve community welfare by increasing literacy. Indeed, the impact of growing literacy cannot be seen in a matter of months. However, educating children who will later become a generation of leaders will bring Ngepanrejo Village to a better fate in the future. The "Gubuk Bhavana" program has also made the community independent by increasing literacy and training in new skills. Finally, the "Gubuk Bhavana" Literacy House Program can create an independent, organized, and civilized society.

## **CONCLUSION**

The Literacy House "Gubuk Bhavana" has succeeded in increasing the people of Ngepanrejo Village's awareness of the importance of literacy. This can be seen from the increase in awareness and knowledge among the people of Ngepanrejo Village. This activity uses various methods such as lectures, tutoring, problem-based learning, one-on-one direct communication, focus group discussions, and demonstrations. The role of the "Gubuk Bhavana" Literacy House in fostering a culture of literacy in the community is: (1) Facilitating a reading place in the Literacy House located in Posong Hamlet and 5 Literacy Corners spread across Beji, Citran, Petung Ombo, Petung Lumut, and Garengan Hamlets with as attractive as possible to create a comfortable atmosphere; (2) Providing a collection of books tailored to the target readership, such as adapting to the work of the people of Ngepanrejo Village, from elementary and middle school students, housewives, to farmers; (3) Conducting teaching to elementary school students and regular discussions with film screenings; (4) Conducting new skills training for housewives; (5) Formation of an information aware community.

In the future, the Literacy House "Gubuk Bhavana" needs support from various stakeholders, "Komunitas Sadar Informasi" has been formed to continue and continuously evaluate and improve this program, especially with a religious approach. Besides, the Parents Association of "Gubuk Bhavana" have an important role in engaging with their children. Parents need to motivate their children to continue their education and give honest evaluations about "Gubuk Bhavana" curriculum.

"Gubuk Bhavana" also need support from Village Government to improve the educational environment by providing infrastructure human resources and involving Islamic community organizations to support this program. Then, the Magelang Regency Education Office needs to deliver infrastructure and mentoring programs for education equality, such as "Kejar Paket A, B, C".

Maximizing the effectiveness of the "Gubuk Bhavana Literacy House" can be done by increasing the involvement of religious figures who share the vision of this program. Considering the characteristics of the village community, the target audience is a spiritual community with a regular religious activity agenda. Apart from that, it is hoped that there will be support from the Communication and Informatics Service because the digital gap in this village is not only from the development of human resources. Developing literate human resources will only be successful if infrastructure is appropriately provided.

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