



# STRATEGY OF AL-HIDAYAH LIBRARY IN DEVELOPING INFORMATION LITERACY AMONG THE COMMUNITY OF NATAMBANG RONCITAN VILLAGE SOUTH TAPANULI

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## Article Info

## ABSTRACT

### Keywords:

*Information literacy, social inclusion, village libraries*

This study aims to analyze the strategy of the Al-Hidayah Library in developing information literacy among the community of Natambang Roncitan Village, South Tapanuli Regency. Information literacy is a crucial competency in the digital era, particularly in supporting the development of inclusive and empowered rural communities. The research method used is descriptive qualitative with data collection techniques in the form of observation, in-depth interviews, and documentation. The results of the study identified three main programs run by the library, namely poetry writing classes, basic computer training, and storytelling activities. These three programs not only improve the community's information literacy skills but also strengthen the library's role as a center for community learning based on social inclusion. The success of the program implementation is supported by institutional support from the village government, active community participation, and librarians' competence in utilizing information technology. The findings of this study indicate that the village library model based on participation and cross-stakeholder collaboration is effective in improving literacy and community empowerment. This study provides a conceptual contribution to the development of a community literacy model, as well as practical recommendations for sustainable village library management.

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## 1. INTRODUCTION

The development of information and communication technology has driven significant social transformation, including in the way people access and utilize information. In the context of rural communities, information literacy is an important foundation to support knowledge-based development. Information literacy is not only interpreted as the ability to read and write, but also includes skills in searching, evaluating, and using information effectively in decision-making (Batubara, 2015; Sinaga et al., 2023). This is in line with the challenges of the digital era that require people to not only be users of information, but also critical producers and managers of information.

Village libraries have a strategic role in bridging the information literacy gap, especially in areas with limited access to technology. As a public institution, village libraries no longer function only as a place to store books, but have evolved into a community learning center that is oriented towards social inclusion

(Heriyati et al., 2021; Dani & Mu'aimanah, 2024). Through educational programs and community involvement, village libraries are able to increase residents' literacy capacity, strengthen social cohesion, and support local economic development. However, low interest in reading, lack of technological infrastructure, and limited human resources are still major challenges in optimizing the role of village libraries (Hairani, 2024; Mukharomah et al., 2019).

The Al-Hidayah Library in Natambang Roncitan Village, South Tapanuli Regency, is an example of a village library that actively runs community-based literacy programs. Through activities such as poetry writing classes, computer training, and storytelling, this library strives to make itself an open, participatory, and contextual learning space. The success of the Al-Hidayah Library was even recognized through an award as the Best Village Library at the North Sumatra Province level in 2021. However, there have not been many academic studies that systematically examine the information literacy development strategies implemented by this library and the factors that influence its success.

Various studies show that village libraries can be informal learning centers that support improving the quality of human resources in rural areas. Village libraries have transformed from simply providing books to community-based learning centers that support various aspects of life, including education and the economy (Dani & Mu'aimanah, 2024). The success of libraries in improving community literacy is greatly influenced by the presence of highly competent librarians and adequate information technology support (Ningsih & Sayekti, 2023). On the other hand, the main challenges in developing information literacy in rural communities include low interest in reading, limited access to technology, and lack of sustainable policy support (Hairani, 2024). Village libraries are a strategic means of increasing community interest in reading and building a sustainable learning culture (Mukharomah et al., 2019). The existence of a well-managed library can be an educational center that not only provides access to books and reading resources but also encourages the creation of an environment that supports lifelong learning (Awalludin & Sri Ati, 2019). The habit of reading that grows in the community contributes to increasing the competitiveness of individuals and communities in facing future challenges (Taulabi et al., 2017). With increased interest in reading, village communities will find it easier to access and understand various information that is relevant to everyday life, including in the economic, social, and cultural fields (Pitara, 2023). In addition, village libraries that play an active role in increasing reading interest will build an environment that supports intellectual development, not only for children and adolescents, but also for adults (Ramayanti, 2022).

Based on this background, this study focuses on the analysis of the Al-Hidayah Library strategy in developing information literacy for the people of Natambang Roncitan Village. This study also aims to identify the form of literacy programs implemented, their implementation process, and supporting factors for the success of the program. This study is expected to provide theoretical contributions to the development of a social inclusion-based literacy model as well as practical recommendations for other village libraries in strengthening their role as agents of community empowerment.

## 2. RESEARCH METHOD

This study uses a qualitative descriptive method as stated by Sugiyono (2013), which aims to describe the phenomenon in depth and analyze the strategies implemented by the Al-Hidayah Library in developing information literacy in the Natambang Roncitan Village community. This approach was chosen because it is able to provide a comprehensive understanding of library activities, literacy programs that are run, and factors that support or hinder their implementation.

This research was conducted at the Al-Hidayah Library, Natambang Roncitan Village, Arse District, South Tapanuli Regency, with the implementation of the research taking place from January to completion. The research subjects were librarians who worked at the Al-Hidayah Library, who had a central role in designing, implementing, and evaluating information literacy development strategies in the village community environment.

The main instrument in this qualitative research is the researcher himself, who must have theoretical skills, interview skills, and good communication skills to obtain valid and accurate data. The tools used include interview guides, field notes, and recording devices such as mobile phones.

Data collection techniques were carried out through in-depth interviews with librarians to understand the strategies applied in developing information literacy, direct observation of literacy activities taking place in the library, and documentation in the form of reports of village activities and policies related to information literacy.

Data analysis was carried out interactively and continuously until the data reached a level of saturation, as stated by Miles and Huberman (1984). The analysis process includes data reduction to filter relevant information, presenting data in the form of systematic narrative descriptions, and drawing conclusions with in-depth interpretation and verification by comparing findings with previous theories and research. To

ensure the validity of the data, this study used triangulation techniques, namely by comparing interview results with observations and documentation. This triangulation aims to test data consistency and increase the validity of research findings.

This study uses two types of data, namely primary data and secondary data. Primary data was obtained through in-depth interviews with librarians. This interview aims to gain an understanding of the strategies applied in developing information literacy. In addition, direct observation was also conducted to see how literacy activities take place in the library and how the community uses the facilities provided. Meanwhile, secondary data was obtained from library documentation. To ensure the accuracy and validity of the data, this study uses several tools, namely interview guides, photo documentation and field notes are also used to record important information during the research process.

After the data in the field is obtained, the next step is data analysis, Miles and Huberman (1984), stated that activities in qualitative data analysis are carried out interactively and continue continuously until complete, so that the data is saturated. Activities in data analysis, namely data reduction, data presentation, and drawing conclusions.

Data obtained from observations and interviews are subjected to a data reduction or selection process to filter the most relevant information with the focus of the research. This process aims to simplify the data so that it is easier to analyze and draw conclusions. Data presentation The data that has been collected is then arranged in the form of a systematic narrative description. to provide a clearer picture of the library's strategy in developing community information literacy. The last stage is drawing conclusions, where the findings that have been presented are interpreted in depth. The verification process is carried out by comparing the findings with relevant theories and previous research in order to obtain data accuracy.

### 3. RESULTS AND ANALYSIS

#### **Al-Hidayah Library Program in Developing Community Information Literacy and Program Implementation.**

##### *Poetry Writing Class*

The Al-Hidayah Library in Natambang Roncitan Village has implemented various literacy programs aimed at improving the community's ability to access, understand, and utilize information effectively. One such program is a poetry writing class, held twice a month for elementary and middle school students in the surrounding village. In the Poetry Writing Class program at the Al Hidayah Library, students are given training in poetry writing techniques that include choosing diction, using figures of speech, and poetic structure. In addition, they are also taught how to deliver poetry with appropriate intonation and expression to improve understanding and appreciation of literary works. This program not only improves writing skills but also encourages students' self-expression and confidence in conveying ideas and feelings through poetry (Ningtyas et al., 2025). This program is designed to foster creativity and encourage self-expression through written works. By writing poetry, participants not only develop language skills and critical thinking but also broaden their horizons through exploring social and cultural themes in their environment. Cultivating an interest in reading and literacy from an early age plays a significant role in increasing individual competitiveness and shaping the character of a literate society. Poetry writing classes are a form of cultural literacy that bridges language skills and local community identity (Rosmayanti, 2019).

This program targets elementary and middle school students in the village and is held twice a month. Students are trained in basic poetry writing techniques, including diction selection, figurative language use, and expressive delivery. According to the librarian:

*"We want children to be able to not only read books, but also express their feelings and thoughts through poetry."*

This finding aligns with Rosmayanti (2019), who emphasized that poetry writing encourages critical thinking skills, creativity, and strengthens local cultural identity. From a cultural literacy perspective, poetry is an effective medium for instilling social values and strengthening self-expression in young people.

The poetry writing class program at the Al-Hidayah Library in Natambang Roncitan Village represents an innovative approach to improving literacy in rural communities. By integrating literacy skills development with creative expression, this program not only improves participants' literacy but also enriches the socio-cultural life of the village community. As part of the national literacy movement, this program demonstrates that village libraries can be dynamic centers of activity, not simply places to store books. With

support from various parties, the poetry writing class program and similar initiatives have the potential to continue to grow and have a broader positive impact on the community.

#### *Al-Hidayah Comp*

A computer training program is a form of non-formal education aimed at improving individual skills in information and communication technology (ICT). The Al-Hidayah Library in Natambang Roncitan Village has conducted a computer training program designed to improve digital information literacy in the community, particularly among students. In addition to improving technical skills, the program also has a significant social impact. Participants become more confident in using digital technology, which was previously considered difficult and unaffordable. This confidence encourages them to be more active in seeking information. Basic computer training can improve the digital skills of village residents, enabling them to participate more actively in social life (Khodijah & Harahap, 2025). The program consists of two classes of five participants each, with one class participating in each session. These activities are held twice a week and focus on an introduction to computer hardware, the use of word processing software such as Microsoft Word, and online information search techniques.

This program focuses on improving digital literacy, particularly among students and village youth. The material covers an introduction to hardware, the use of Microsoft Word, and online information search techniques. Training is held twice a week in two small classes of five participants. One participant stated:

*"At first, I didn't know how to open a computer. Now I can create my own documents and search for information for school assignments."*

This activity demonstrated the importance of expanding literacy understanding from simply reading and writing to digital literacy, as emphasized by Miftah (2015) and Asyhary et al. (2023), who argued that ICT mastery is a key component of modern literacy that increases the active participation of rural communities in digital transformation.

The primary objective of this program is to equip the younger generation with basic information technology skills, a crucial aspect in today's digital era. Information literacy is no longer limited to reading and writing skills, but also encompasses the understanding and ability to access and utilize digital technology as a tool for finding solutions and making decisions (Miftah, 2015). Therefore, this training aims to create a generation that is not only literate but also technologically literate, a key requirement for facing the challenges of a modern, information-based society.

This computer training program develops digital information literacy in villages, aiming to provide basic training in computer and internet use so that communities can utilize information and communication technology (ICT) more optimally and reduce the digital divide between urban and rural areas. Furthermore, this training also supports a digital information literacy education model for rural communities, which includes training on technology use, online security, information evaluation, and internet utilization to support daily life and local economic development (Asyhary et al., 2023). Through this program, the Al-Hidayah Library plays an active role in empowering rural communities, especially students, to become individuals who are adaptive to technological and information developments (Komariah et al., 2021).

#### *Story telling or Retelling*

Storytelling, or retelling, is a method of conveying information through narratives that aims to convey messages, values, or information in an engaging and easy-to-understand manner. At the Al-Hidayah Library, storytelling activities are held twice a month and are open to all levels of society, from children to adults. This activity emphasizes the ability to retell information in the form of oral stories, both from books read and personal experiences containing educational values. This program aims to improve the ability to listen, understand, and convey information orally. Furthermore, storytelling is an effective means of preserving oral traditions and strengthening social bonds between residents.

Storytelling is held inclusively twice a month. This program facilitates children and adults to retell the contents of books or experiences containing educational values. The personal narratives shared by participants enliven the learning atmosphere and strengthen intergenerational communication.

This activity aligns with the concept of experience-based information literacy as proposed by Heriyanto and Anggitia (2022). Storytelling is considered capable of building participants' reflective capacity, increasing empathy, and enriching their holistic understanding of information.

In the context of an information society, individuals are not only required to be able to access information but also to disseminate and process it in their daily lives. The implementation of storytelling at the Al-Hidayah Library employs a learning strategy that leverages the power of narrative as a medium for

conveying concepts and learning materials. This approach utilizes engaging and contextual stories to help students understand learning content more effectively.

Storytelling plays a strategic role in developing public information literacy, especially among children. Storytelling can increase reading interest, enhance information comprehension, and foster a culture of emotional and intellectual literacy. Such activities need to be carried out sustainably across all levels of society (Waoma et al., 2024). In this way, storytellers not only convey factual information but also bring abstract concepts to life through characters and plots that engage participants. Storytelling helps participants connect new knowledge to their own experiences, thereby increasing information retention and sparking imagination and creativity. Furthermore, storytelling can also improve participants' communication skills, critical thinking skills, and empathy, making it a comprehensive tool in the learning process.

#### **Factors Driving the Success of Al-Hidayah Library in Developing Community Information Literacy**

The success of the Al-Hidayah Library in developing community information literacy is the result of the integration of various mutually supportive factors in the development of information literacy and community welfare. Full support from the village government in providing physical facilities and allocating a budget for literacy activities creates a strong institutional foundation for the sustainability of library programs. Active village government involvement in library development significantly impacts the success of community literacy programs. Policy and budgetary support from the village government creates a structural foundation that enables the library to grow and develop sustainably.

Active community participation in literacy activities demonstrates that the programs offered are relevant to the needs and interests of residents, strengthening the library's position as an inclusive public space responsive to social dynamics. Third, solid collaboration between librarians, volunteers, and the local community makes the library a vibrant and dynamic community learning center. Furthermore, librarians' competence in mastering information technology is a key factor in improving the quality of information literacy services. Librarians who are able to manage digital libraries and utilize information technology effectively can expand the reach of services and meet the community's information needs in the digital age. Transforming village libraries into community learning centers based on social inclusion has been proven to improve the quality of life and well-being of communities through access to information and individual capacity building (Wiranda, 2023). Social inclusion-based libraries not only ensure equal access but also support social transformation and sustainable development. This approach has proven successful at the Al-Hidayah Library, where the library serves not only as a place to seek information but also as a safe and productive space for villagers to grow.

The recognition of the Al-Hidayah Library as the Best Village Library reinforces the validity of the approach implemented and establishes it as a model of good practice that can be replicated in other villages. The strategy implemented by the Al-Hidayah Library demonstrates that the integration of institutional support, community participation, librarian competence, and multi-stakeholder collaboration is key to the success of sustainable village library development. This model is worthy of reference in efforts to sustainably improve information literacy and community well-being in rural areas.

Theoretically, the model implemented by the Al-Hidayah Library reinforces the community-based literacy approach, where collaboration among stakeholders is key to success. Innovations such as poetry and storytelling classes reflect multimodal literacy that is contextualized to the local culture and characteristics of rural communities.

The practical implications of these findings suggest that adaptive, collaborative, and values-based information literacy strategies can be replicated in other villages, tailored to local needs. This broadens our understanding of the strategic role of village libraries in strengthening knowledge-based societies at the grassroots level.

#### **4. CONCLUSION**

This study concludes that the Al-Hidayah Library in Natambang Roncitan Village has successfully developed community information literacy through three main programs: poetry writing classes, basic computer training, and storytelling activities. These three programs have proven effective in improving basic literacy skills, digital literacy, and cultural literacy, while simultaneously strengthening the library's position as a center for community learning based on social inclusion.

The successful implementation of this literacy program is inseparable from the synergy of various factors, such as institutional support from the village government, active community participation, librarians' competence in information technology, and solid collaboration between librarians, volunteers, and the local

community. The implemented strategies demonstrate that village libraries are not only providers of information services but also agents of social change capable of strengthening the individual and collective capacity of the community.

Theoretically, these findings reinforce the idea of community literacy and social inclusion-based libraries as relevant approaches for rural contexts in Indonesia. Practically, the model developed by the Al-Hidayah Library can serve as a reference for other village libraries in designing participatory, adaptive, and sustainable literacy programs.

However, this study is limited to a single village library and does not fully explore the perspectives of library users. Therefore, further research is recommended to evaluate the long-term impact of literacy programs on changing community literacy behavior and to expand the scope of the study to areas with diverse social characteristics.

Thus, the Al-Hidayah Library can serve as a representative model for village library transformation that addresses the challenges of the digital era and contributes significantly to grassroots community empowerment.

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