



# Transformation of Community Reading Garden Based on Social Inclusion

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## ABSTRACT

*Taman Bacaan Masyarakat (TBM) is one of the means of providing reading materials managed by the community and the community. The purpose of this research is to find out the changes in TBMs in the context of implementing social inclusion in North Sumatra. Using a qualitative approach, case studies were conducted on several TBMs in North Sumatra that successfully implemented changes towards social inclusion. Information was collected through observation, in-depth interviews and document studies. The results showed that TBMs have transformed from just a provider of reading materials into inclusive literacy for all levels of society, regardless of social, economic, cultural backgrounds, or special abilities. This change can be seen in the programs implemented such as mobile libraries, literacy courses for people with disabilities, and reading and learning activities together for marginalized communities. Factors that support the success of change are management commitment, active community participation and partnerships with various parties. This study concludes that TBMs play an important role in promoting social inclusion by providing equal access to literacy to all levels of society.*

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## 1. INTRODUCTION

Literacy is key to the social, economic, and cultural progress of individuals and communities. Community Reading Gardens (TBM) have an important role in efforts to increase people's interest in reading and literacy. TBM is a forum for providing reading materials that is managed by the community and for the community, with the aim of providing literacy exclusively to all levels of society.

The Community Reading Park not only functions as a place to read, but also plays a role in encouraging social inclusion in society and strengthening the drug eradication movement through collaboration with related agencies. This is done to overcome low social capacity and the loss of literacy culture in society. The Community Reading Garden was established as a forum for the community to develop skills in the field of education and other expertise. (Eri et al., 2022)

However, due to limited space and infrastructure, this research focuses on programmed activities in Community Reading Gardens based on social inclusion, with case studies from several Community Reading Gardens in North Sumatra. Researchers are interested in knowing what social inclusion programs have been implemented at Community Reading Parks in North Sumatra to improve social inclusion activities and their implementation in the community. (Tarigan & Batubara, 2023)

Education can give birth to a generation that is intelligent and knowledgeable and has skills, mastering technology towards social transformation towards a progressive, independent and prosperous society (Juarman, J., Susanto, H., & Kurnianto, R, 2021). According to a survey by the United Nations Educational, Scientific and Cultural Organization (UNESCO), Indonesian people's interest in reading is much lower compared to developed countries which have a strong reading tradition. In countries such as Japan, America, Germany and other developed countries, people have the habit of reading books wherever they are, such as when queuing, waiting for a train, or on the bus. However, this habit has not been seen in Indonesia. This is caused by an oral culture that is stronger than a reading culture in Indonesian society (Fajriani et al., 2023)

This problem of interest and reading habits is often linked as one of the causes of decline and the low quality of the nation. The results of the education provided are also less than encouraging because the interest and reading habits of pupils, students, teachers and lecturers in Indonesia are still relatively low. Evidence of this is the low number of publications in accredited scientific journals, the small number of written works and research results of lecturers and researchers, the low quality of written work by teachers, pupils and university students, as well as the increasing number of plagiarism cases discovered recently. (Arifin et al., 2022)

However, in reality there are still many TBMs that are not fully inclusive and only serve certain social groups. This is caused by several factors, including limited resources, a lack of understanding of the literacy needs of marginalized communities, and little effort to accommodate visitors' social, economic, cultural backgrounds and special abilities.

In this context, it is important to apply the concept of social inclusion in TBM management. Social inclusion means efforts to ensure that everyone, regardless of background or special circumstances, has equal opportunities to access resources, services and participate in society. Realizing the principle of social inclusion, TBM is expected to develop into a literacy center that is open to all levels of society, friendly and easy to adapt.

The aim of this research is to determine changes in TBM in North Sumatra with the aim of achieving social inclusion by providing equal access to literacy to all levels of society. By using a qualitative approach with library research methods and case studies on several TBMs that have successfully implemented conversion, research it examines best practices, strategies and factors that support the success of such conversions. It is hoped that the findings of this research will provide valuable insights for TBM managers and other stakeholders in efforts to encourage social inclusion through community literacy.

## 2. RESEARCH METHODE

This research uses a qualitative approach with library research methods. This literature review was chosen to explore theoretical concepts and previous research related to the topic of transforming Community Reading Gardens (TBM) into social inclusion. This research information was obtained from library sources such as books, scientific journals, research reports, theses, dissertations, scientific articles and other sources about TBM, social inclusion, literacy and

other related topics. These sources were obtained from libraries, online databases, and trusted websites. Data collection was carried out by searching and reviewing library sources related to the research topic. The steps taken are:

Identify keywords related to the research topic, such as “community reading garden”, “social inclusion”, “literacy”, “community library”, etc. Search for library resources using these keywords in libraries, online databases, search engines, and trusted websites. Selection of relevant and trusted literary sources for research use. Reading, researching and analyzing the contents of selected literary sources.

Data obtained from library sources was analyzed descriptively and qualitatively using content analysis techniques. The steps taken were to identify and classify important concepts, theories and previous research findings related to the research topic. Interpret and synthesize information from various sources. Explored relationship between concepts, theories and previous research findings regarding the phenomenon of social participation-based TBM transformation. Make conclusions and recommendations based on the results of library data analysis. (Noor, 2019). By using library research methods, this research is expected to provide a comprehensive picture of the concept of TBM transformation based on social inclusion, and also question previous research on this topic.

### 3. RESULT AND ANALYSIS

Community Reading Parks (TBM) in North Sumatra have become the focus of attention for several research and community services. TBM can be developed with a wider and more diverse collection, as is done in the Community Reading Park reading room, which offers various types of books and educational materials. TBM has adequate information facilities, such as a reading room, bookshelves, tables, chairs and educational toys, to support community reading and learning activities. It is used as a means to increase interest in reading with interesting activities, such as fairy tales, educational games, and others, as is done in the Community Reading Park reading room. To increase partnerships with the government, organizations and the community, as is done in the Community Reading Park reading room, which offers a variety of interesting collections and services. (Woro Titi Haryanti, 2019)

Social inclusion in Community Reading Gardens (TBM) means efforts to increase community participation and involvement in activities carried out at TBM. This study examines the transformation of Community Reading Gardens (TBM) in North Sumatra as an effort to achieve social inclusion by providing equal opportunities in literacy at all levels of society. Based on several case studies of TBMs that have successfully completed transformation, several important findings emerge, namely that with the transformation of TBM towards social inclusion, the TBM studied has transformed from simply providing reading materials to becoming an inclusive literacy center at all levels. society, regardless of social, economic, cultural background or special abilities. This change can be seen in the programs implemented such as mobile libraries, literacy courses for people with disabilities, as well as joint reading and learning activities for marginalized communities.

TBM programs based on social inclusion, there are several programs implemented by TBM to implement social inclusion, namely:

- a. Mobile Library: TBM visits remote areas and underprivileged communities to provide direct access to literacy.
- b. b Reading courses for people with disabilities: TBM offers special tools and materials to help people with disabilities read and improve their reading skills.

- c. Joint reading and learning activities: TBM organizes joint reading and learning sessions for marginalized communities such as street children, scavengers and the poor. (Afifuddin & Andrasari, 2023)

Supporting Factors for Successful Change There are factors supporting the success of TBM changes in implementing social inclusion, namely:

- a. TBM Leadership Role: TBM leaders are strongly committed to making TBM literacy inclusive and open to all levels of society.
- b. Active community participation: Active community participation in the design, implementation and evaluation of TBM programs is the key to successful change.
- c. Multi-stakeholder partnerships: TBM establishes partnerships with governments, non-profit organizations, and educational institutions to support efforts to drive social change and inclusion.

Challenges and Obstacles Even though TBM has succeeded in making changes, it also faces several challenges and obstacles, such as limited financial resources, lack of qualified personnel and lack of support from some communities which still carry a negative stigma. to marginalized groups. (Pasaribu & Berlianti, 2022)

Community Reading Gardens (TBM) in North Sumatra face a number of challenges in their establishment and management, including:

1. Limited access to reading materials, such as the absence of bookstores so you have to collect books from various sources.
2. Limited facilities such as inadequate space to use as a TBM.
3. Limited reading services due to lack of access to reading materials, facilities and awareness of the importance of literacy.
4. Resources such as books are limited so managers must work hard to collect them.
5. Access to several areas that are still difficult to reach makes it difficult to collect reading materials and manage TBM.
6. Public awareness of the importance of literacy is still low, such as a lack of support from parents.
7. Insufficient information facilities such as reading rooms, bookshelves and educational toys.
8. TBM management is less effective due to limited management capabilities.

Despite facing these various challenges, TBM in North Sumatra continues to strive to be an effective means of improving the community's literacy culture with awareness and hard efforts.

The research results show that TBM has great potential to encourage social inclusion by providing equal access to literacy for all levels of society. By making changes and implementing socially inclusive programs, TBM can become a literacy center that is open, welcoming and friendly to all groups, including marginalized groups and people with disabilities. The success of TBM changes in the context of social inclusion is supported by a number of important factors such as management commitment, participation active community, and partnerships with various stakeholders. This is in line with the principle of social inclusion which emphasizes the participation of all parties, both service providers and beneficiaries. However, this change process still faces challenges and obstacles, such as limited resources and lack of support from some communities. The research results show that TBM in North Sumatra has contributed to increasing people's interest in reading and literacy. TBM has also become a means of developing

community literacy that is inclusive and community-based. In several studies, TBM has been carried out as a form of inclusive and community-based community literacy development.

Therefore, ongoing efforts are needed to further increase public understanding and awareness of the importance of social inclusion in the context of literacy. This research contributes to the development of knowledge about the role of TBM in encouraging social inclusion through literacy. The results obtained can be used as consideration for TBM managers, policy makers and other related parties when planning and implementing programs that support TBM social inclusion.

#### 4. CONCLUSION

This research focuses on efforts to transform Community Reading Gardens (TBM) in North Sumatra into a forum that supports social inclusion. Several TBMs there have attempted to encourage social inclusion through programs and activities that involve the wider community. One of the programs is to invite people to participate in reading and learning activities together at TBM. TBM is also a forum for campaigning anti-drug movements by involving relevant agencies and the surrounding community, in order to increase awareness of the dangers of drugs and their prevention.

Even though transformation efforts have been carried out, TBM in North Sumatra still faces obstacles in implementing these programs. The main obstacles include limited access to reading materials, inadequate facilities, low public awareness of the importance of literacy, as well as limited human resources and ineffective management.

To overcome this obstacle, more intensive efforts are needed from various parties, including the government, educational institutions and society itself. Increasing cooperation and support from all parties is very important in ensuring the sustainability and success of social inclusion-based TBM transformation in North Sumatra.

This research provides an overview of efforts to transform TBM in North Sumatra into a forum for social inclusion and the obstacles faced in its implementation. The results can be used as consideration for related parties in developing policies and strategies to increase the role of TBM in encouraging social inclusion and literacy culture in society.

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