

## **Increasing Reading Interest Among Tebel Village Children Through The *Micro Library* at Riverbanks**

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**ABSTRACT:** *Technology has become an essential thing in the life of every human being, where technology plays a role in supporting all daily activities. This condition impacts children in their infancy or who are sitting in school. The utilization of information technology is seen as not optimal because they prefer to play games and social media rather than explore new knowledge and information, which is very necessary for their educational process. The explanation of the problems above is our reason for holding a literacy program in Tebel Village with children as the primary target. The children who live around the village tend to choose to play with their gadgets rather than read books. Lack of supervision from parents and the influence of the playing environment are some of the contributing factors. The activities increase interest in reading among children through a micro-library program located on the riverbank of Tebel Village. The results of this study were quite successful because more or fewer children had read books. At least, they were a little distracted from the influence of gadgets that had become a part of children's lives at this time.*

**Keyword:** *Children, Devices, Education, Interest in Reading*

### **Pendahuluan**

The people of Tebel need to immediately address the problem of the low interest in reading in children. One of them is by setting up a reading room or library. All ages of society choose the library today when they want to do an activity such as reading, studying, and doing assignments.<sup>1</sup> Therefore, the library presents a comfortable and calm atmosphere to suit children who focus on doing or completing things. However, few children also feel awkward when they first visit the library because they feel foreign to the quiet atmosphere for studying and contemplating.

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<sup>111</sup> Wanelly Widya. (2019). Policy Implementation of the School Literacy Movement (GLS) in Order to Grow Students' Interest in Reading in Elementary Schools. *Journal of Elementary Education*, 3(2), 406-413.

There is even a factor that they do not want to bother the administration when they visit the library for the first time.

Furthermore, the most significant factor is the increasingly rapid technological developments.<sup>2</sup> From there arises the factor of declining interest in reading. Tebel Village is one of the villages in the Gedangan District, Sidoarjo Regency, East Java Province. The population in Tebel village is 13,304 people, the area of Tebel village is around 224.6 ha, with details of rice fields area of 50.77 ha and a dry land area of 10.92 ha. The community in Tebel Village in Tebel Village is relatively dense from these data. Tebel Village is known as the Literacy Village because it has a library which is a unique attraction for children. Furthermore, Tebel Village itself has become a model for Literacy Villages throughout Sidoarjo Regency.

Literacy is a cultural and social condition or situation to interpret in text form.<sup>3</sup> Literacy culture is an essential pillar in people's lives, and people need to apply it in everyday life. People with a high literacy culture will examine whether the information is true or false. So that literacy itself must continue to be pursued by many parties.

The library in Tebel Village itself is pretty attractive to local children because the atmosphere is comfortable with excellent views and an adequate playing area. The Tebel Village Government hopes that the Literacy Village will become a tourist village. Therefore, we from the Tebel Village KKN-P Team will manage a comfortable reading room layout to attract children to explore reading interests and creativity. The village officials and we work together to make the reading room more attractive.

*Micro Library* is a small library that is strategic and easy to reach to make it easier for someone who wants to read a book.<sup>4</sup> There is a location in Tebel next to the

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<sup>2</sup> Asy'ari, A. (2019). Analysis of School Library Design at the Level of Literacy Culture of SMP Muhammadiyah 10 Surabaya. *Axiology: Journal of Community Service*, 2 (2), 170.

<sup>3</sup> Herdiana, D., Heriyana, R., & Suhaerawan, R. (2019). Community Empowerment through the Rural Literacy Movement in Cimanggu Village, West Bandung Regency. *Journal of Community Service*, 4(4), 431-442, 4(4), 431-442.

<sup>4</sup> Hakim, N., Septina Carolina, H., Andri Setiawan, T., Fitriana Dewi, A., & Mayang Sari, T. (2019). Maja Reading House: Increasing Scientific Literacy of Youth in Maja Village, Marga Punduh District, Pesawaran. *July-December*, 1(2), 343-357.

river, transformed into a tourist spot. Starting from murals, the existence of several gazebos, beautifying the main road with wall paintings, several rides on the river, and a micro-library in the form of a small cupboard next to the children's gazebo of Tebel Village. A reading room close to a dense community mobilization can foster interest in reading to bring a literacy culture beneficial to people's lives in Tebel Village.

Our contribution as students who carry out community service in the village is to encourage education and understanding to increase reading interest among children in Tebel Village. So it is hoped that it will bring many benefits in the educational aspect.

## Methods

This community service program was carried out in the West Terrace of the Literacy Village of Tebel Village, using a survey method for children in Tebel Village. According to (Sugiyono, 2017).<sup>5</sup> The survey method directly observes the object to be studied by collecting data such as conducting interviews. In addition, we also held educational activities about the importance of reading to increase knowledge and socialize with 20 children who live in the surrounding area. This activity lasts for one week. In addition to educating, we also contribute to teaching and learning activities outside of school hours held at night. We educate the children about the importance of reading to make the literacy culture that has existed previously become more developed in Tebel Village. The steps for implementing a literacy program that aims to increase reading interest among children with a micro-library as a supporting object are divided into three steps, i.e.:

1. The first step was to visit to find out the conditions and interest in reading among the children who live around the Literacy Village in Tebel Village. We asked some simple questions about the library and how often they visited it during this visit. Furthermore, observe the inhibiting factors and the supporting factors to realize the program are.

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<sup>5</sup> Sugiyono, P. D. (2019). *Qualitative Quantitative Research Methods*.

2. The second step is to analyze the problems that arise from previous visits and see the potential to make allowances in running the literacy program. Next, develop a program of activities involving the potential we discovered during our first visit. In implementing the second stage above, as students involved in the community, we intend to build two-way communication and understand Tebel Village's people.
3. The third step is the implementation of previously planned activities. This program involves children, students, and several participating communities to succeed. The description of the literacy activity program in Tebel Village is as follows:
  - a) Conducting education, KKN students educate children about the importance of reading to increase knowledge. Besides that, KKN students also contribute to teaching and learning with the community responsible for learning outside of school hours for children. We conduct education to increase reading interest among children around Tebel Village.
  - b) We invite children to learn while reading books in the *micro-library* already available on the riverbank.

## Results And Discussion

The implementation of community service activities programs increased reading interest among Tebel Village Children through a *micro-library* with a one-week implementation time in February 2022. The following explains the program activities of the Tebel Village KKN-P Team students, Muhammadiyah University Sidoarjo.

The first step in implementing the program to increase children's interest in reading, we have opened book donations for four days. Moreover, we set the criteria for books donated to previous donors. The criteria are books worth reading, books on general knowledge, children's stories, novels and comics, and magazines for children. This donation activity adds to the collection of existing books. Figure 1 is the result of books donated by donors so that later the micro-library will be more varied,

and children will be more interested in reading.



Figure 1: Results of open book donations

The results of this book donation activity produced a large number of books within four days. On average, donors donate books in the *genre* of stories for children, which will be needed to support the *micro-library* to be more popular with children.

They are improving the micro-library located on the riverbank. The village library plays a role in providing the community's information needs, improving the welfare of the surrounding community, and providing knowledge and skill books to support the success of community activities. Interest in reading can be grown by instilling the habit of reading, and then later it will get used to and become a reading culture. The reading culture that appears in a person creates curiosity about science for self-development.<sup>6</sup> Curiosity towards science comes from reading books available in the library.

One of the efforts we have made in the literacy program movement is by rearranging the micro-library located on the riverbank of Tebel Village. We rearrange the reading books according to the type of book, clean the reading room, and tidy up the layout of the books to make them look neater than before. In addition, if it looks organized and clean, it will increase someone's interest in reading to see the books in

<sup>6</sup> Sari, P. N., Husadha, C., Haryanto, R. A., Andrian, A., Prasetyo, E. T., & Istianingsih, I. (2021). Village Library on Environmental Reading Interests in Muara Bakti Village, Bekasi Regency. *UBJ Community Service Journal*, 4(1), 17-26.

the *micro-library*.

They were conducting riverbank literacy education for children. Another important activity is to conduct literacy education about the importance of reading books to increase information knowledge and educate the people of Tebel Village, especially among children. This program is held for children because it can help them provide various new knowledge to support the learning process, which is their daily activity. Figure 2 shows that education and mentoring activities are in the learning process during KKN. Reflecting on the survey results conducted initially, children living in the Literacy Village of Tebel Village have experienced a gadget addiction phase or have reached the gadget dependency stage because almost all children have cellphones. Advances in technology or internet access are one of the causes. Children use internet media to access online games or are active in social sites such as Instagram, Tiktok, and Facebook instead of searching for learning information to increase knowledge. In line with continuing technological developments (Akbar & Anggraeni, 2017)<sup>7</sup>; (Silviana & Darmawan, 2018)<sup>8</sup>. Agrees that the benefits can be obtained, namely making it easier for children and the community to seek literacy knowledge through digital-based libraries by reading available electronic books.



Figure 2: Learning and mentoring process

<sup>7</sup> Akbar, M. F., & Anggraeni, F. D. (2017). Technology in Education: Digital Literacy and Self-Directed Learning in Thesis Students. *Indigenous: Scientific Journal of Psychology*, 2 (1), 28–38.

<sup>8</sup> Silvana, H., & Darmawan, C. (2018). Village Library on Environmental Reading Interests in Muara Bakti Village, Bekasi Regency. *UBJ Community Service Journal*, 16(2), 146.

The literacy program held by the KKN-P Team in Tebel Village, Muhammadiyah University of Sidoarjo, is to educate children outside school hours. The Tebel Village KKN-P team explained the importance of science for their future, and to get much new knowledge is to read many books. The children of Tebel Village can be quite enthusiastic when we conduct education in the middle of learning and invite them to read the books available in the micro-library. The results of the literacy program activities by increasing reading interest among reading interest children are considered successful.

Evaluation activities are options used to determine the success or failure of policy implementation and to evaluate the achievement of its objectives.<sup>9</sup> This evaluation activity focuses on the percentage of achievement of the final result. The village community encountered several obstacles in this program and preserved the program in the future.

Some of the obstacles we faced were the children's lack of interest in reading books because they were more dependent on their gadgets than studying together with their friends.<sup>10</sup> They mentioned that neither society nor children could use it optimally to find information or knowledge of internet technology that continues to develop. Therefore, we can evaluate or educate them on temporarily distracting them from playing gadgets. During the mentoring process, we also invited them on the sidelines of teaching and learning activities to play a bit, like giving them quizzes in English, and in the end, their enthusiasm for learning began to form so that the program of activities that we had held went well. In addition, the local community's benefits are that they feel happy because the literacy village has become active again after several years of being quiet due to the pandemic.

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<sup>9</sup> Vanbela, V. T., Fuad, N., & Marini, A. (2018). *Indonesian Journal of Primary Education Evaluation of the School Literacy Movement Program at Rorotan 05 Elementary School, North Jakarta.. 2* (2), 1–13.

<sup>10</sup> Lombogia, B. J., Kairupan, B. H. R., & Dundu, A. E. (2018). Relationship between Internet Addiction and Sleep Quality in Tomohon 1 Christian High School Students. *Journal of Medicine and Rehabilitation (JMR)*, 1(2), 1–8.

## Conclusion

The 2022 KKN-P activities by UMSIDA students have increased the reading interest of literate villagers in Tebel Village. These activities can provide books from donations initiated by KKN-P students. The 2022 KKN-P team rearranged the books from the donation in the micro-library to make it look neater, where the books were the latest books that could attract the attention of residents to read them. Furthermore, KKN-P students also guide the children of Tebel Village to increase their reading interest by reducing the frequency of using their gadgets. In addition, we also invite children to learn English in a fun way and play so that they do not get bored of studying and reading continuously in between tutoring activities.

Students realize that this activity must be continued and improved to advance Tebel Village due to time constraints and the management of KKN-P activities. The hope for a continuation of the residents of Tebel Village after the Community Service Program activities by Umsida students include:

1. This program effort can increase local children's interest in reading and learning, impacting their school achievement.
2. They promote the children of Tebel Village to get an idea of how to read well in the future.
3. This Community Service Program can increase the awareness of the people of Tebel Village to continue to care for and preserve one of the village icons, namely the literacy village located on the riverbank of Tebel Village.

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