Strategies and Impacts of The Sukabumi Reading Enthusiast Program on Community Literacy

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Abstract : This study aimed to explore the strategies and impacts of the Sukabumi Reading Enthusiast Program on fostering community literacy and reading habits within the community. Employing a descriptive method, data were collected through observation, study of the documents and interviews with 25 participants to provide comprehensive insights into the program's effectiveness. The data were analyzed using thematic analysis and triangulation. The findings reveal that the program's structured and habitual activities, such as the weekly Readhaton sessions and daily reading practices before school lessons, significantly enhance reading engagement among participants. These activities, embedded into the school curriculum and supported by community involvement, have led to a notable increase in reading interest and proficiency. The selection of diverse and age-appropriate reading materials, tailored to the needs and preferences of the community, further supports the program's success. Moreover, the program's impact extends beyond immediate participants, fostering a culture of reading that involves families and public spaces. The study highlights the program's success in increasing the number of books read, the time spent reading, and overall participation in community reading activities. These outcomes demonstrate the program's efficacy in promoting literacy, enhancing creative thinking, and developing sustainable reading habits among community members.

Keywords : Community Literacy, Reading Enthusiast, Structured Reading Activities.

INTRODUCTION

Literacy is a fundamental skill that underpins educational success and lifelong learning. In today's rapidly evolving information society, literacy extends beyond traditional reading and writing to encompass digital and media literacy (Nurhayati & Musa, 2020). Despite the critical importance of literacy, many communities worldwide, including those in Indonesia, face significant challenges in fostering reading habits and improving literacy rates (Lismayanti et al., 2021; Nurhayati & Anggidesialamia, 2020). Illiteracy is a serious problem in Indonesia, contributing to high poverty rates (Bhawika et al., 2019; Musa & Nurhayati, 2021).

Community-based literacy programs have been recognized for their significant impact on enhancing literacy rates and fostering a culture of reading. These programs engage a broad spectrum of the community, including children, adults, and families, in regular and structured reading activities. Research by Nur'aeni et.al. (2023) emphasizes that community involvement is crucial in promoting reading for pleasure, which is strongly linked to improved literacy outcomes. Programs that involve various strategies, such as reading clubs, public reading spaces, and integration with local schools, are particularly effective in reaching a wide audience (Rukanda et al., 2020; Solfema et al., 2019).

The success of these programs lies in their ability to create an environment where reading is valued and supported, as highlighted by Nur'aeni et.al (2023). Indonesia, like many other developing nations, faces significant challenges in achieving high literacy rates across all regions. Despite national efforts to improve literacy, substantial disparities persist, particularly in rural and economically disadvantaged areas (Kuntarto & Prakash, 2020; M. Susanti & Nurhayati, 2024). These challenges are multifaceted, including limited access to quality educational materials, inadequate school infrastructure, and socio-economic barriers that hinder regular school attendance (Musa et al., 2022; Nuryanti et al., 2024). For instance, a study identified that children in remote areas of Indonesia are less likely to have access to books and other reading materials, significantly affecting their literacy development (Amir, 2023). The Sukabumi Reading Enthusiast Program was established to address the specific literacy challenges faced by the Sukabumi community.

This program employs a range of strategies designed to foster a culture of reading and improve literacy rates. The program's multifaceted approach includes organizing community reading events, partnering with local schools, establishing reading corners in public spaces, and distributing accessible reading materials. While previous studies on similar programs in Indonesia, such as the Jakarta Reading Movement, have shown promising results (Sasfitri, 2023). Previous studies have also highlighted the general effectiveness of community literacy improvement programs (Nur'aeni et al., 2023; Nurhayati et al., 2021; Robiansyah et al., 2022), but there is a paucity of research focusing specifically on the Sukabumi region especially detailed research on the specific strategies and impacts of comprehensive community literacy programs in these contexts. This study aims to explore the strategies and impacts of the Sukabumi Reading Enthusiast Program on fostering reading habits within the community. By addressing the gap in detailed strategies and impact research, this study seeks to offer a valuable model for other communities aiming to enhance literacy and foster a culture of reading.

RESEARCH METHOD

This study utilized a descriptive research design with a qualitative approach to explore the strategies and impacts of the Sukabumi Reading Enthusiast Program on community literacy. The qualitative approach was chosen to gain in-depth insights into participants' experiences and the effectiveness of the program, providing a comprehensive understanding of the complex social phenomena surrounding community literacy (Iswahyudi et al., 2023; Sugiyono, 2018). The population comprised individuals involved in the Sukabumi Reading Enthusiast Program, including students, teachers, parents, and community members. Using purposive sampling, 25 research subjects were selected based on their active participation and diverse roles within the program to ensure a wide range of perspectives. Data collection involved semi-structured interviews, direct observations, document analysis, and surveys. Semi-structured interviews with the 25 participants included open-ended questions to elicit detailed responses about their experiences and perceptions. Observations captured real-time data on program activities, while document analysis reviewed program schedules, reading materials, and attendance records.

Data analysis followed a thematic approach. Transcripts from interviews and field notes from observations were read multiple times for familiarization. The data were systematically coded using qualitative data analysis to identify recurring themes and patterns. Codes were grouped into broader themes that reflected the strategies used in the program, the impact on participants, and the challenges faced. Triangulation was employed by cross-verifying data from interviews, observations, and document analysis to ensure validity and reliability. Themes were illustrated using direct quotes from participants and visual representations to provide a clear and comprehensive presentation of the results. The researcher maintained a non-intrusive presence during data collection to minimize bias or influence on participants' natural behavior. The study was conducted in Sukabumi, Indonesia, across various settings where the Sukabumi Reading Enthusiast Program activities took place, including schools, community centers, and public reading spaces. Data collection spanned over four months from January 2024 to April 2024, allowing sufficient time to capture the full range of activities and participant interactions.

RESULTS AND DISCUSSIONS

Strategies and Impacts of the Sukabumi Reading Enthusiast Program on Community Literacy. The Sukabumi Reading Enthusiast Program has implemented a range of initiatives aimed at fostering reading habits within the community. These initiatives include promoting reading at home, in schools, in public spaces, and through various media channels. As the

respondents stated, "The reading movements are promoted at home, in schools, in public spaces, and through media." This multifaceted approach ensures that reading becomes a part of daily life for individuals of all ages and aligns with current literatures emphasizing the importance of creating a reading culture through diverse and consistent engagement (Astuti & Nurhayati, 2022; Milyane et al., 2023; Priasti & Suyatno, 2021).

The planning process for these initiatives involves creating regular, habitual activities. As the respondent highlighted, "Creating habitual programs carried out daily." This approach includes activities like the Readhaton every Thursday and 15 minutes of reading before lessons begin. Another respondent mentioned, "Implemented with a regular schedule," indicating the structured nature of these programs. Schools are committed to integrating these reading activities into their curriculum, thus fostering a culture of reading among students. As the respondent stated, "Prioritizing reading for knowledge and general awareness." These activities are scheduled within the school timetable, ensuring consistent implementation. Another respondent explained, "Incorporating it into the lesson schedule so that reading priorities can be implemented."

The frequency of these initiatives is crucial to their success. Regular activities include reading before bedtime, weekly Readhaton sessions, and daily reading sessions in designated reading corners. One respondent shared, "Reading storybooks before bed, Readhaton every Thursday, and daily reading in reading corners." These consistent activities help inculcate reading habits among participants. The initiatives are conducted on a fixed schedule, ensuring regularity and predictability. According to one respondent, "Yes, the initiatives are systematically planned and scheduled." This includes the Readhaton on Thursdays and 15 minutes of reading before the start of lessons, making reading a habitual part of the school day. Scheduling the execution of these initiatives involves integrating them into the school curriculum and collaborating with community members. As one respondent noted, "Adjusted according to the school curriculum program." This ensures that reading activities are seamlessly incorporated into the daily routines of students and community members. Regular activities such as bedtime reading, weekly Readhaton sessions, and daily reading in designated corners help inculcate sustained reading habits among participants.

The program's Readhaton every Thursday and the practice of reading for 15 minutes before lessons start reflecting evidence-based strategies suggesting that regular, scheduled reading can significantly enhance literacy skills (Prasetia & Adlan, 2022). By integrating these activities into the school curriculum, the program ensures that reading is prioritized and

consistently practiced, fostering a culture of reading among students (Majid & Nurhayati, 2020; Robiansyah et al., 2022). These practices are supported by studies showing that consistent reading routines can improve reading proficiency and overall academic performance (Ala & Derequito, 2022). The fixed schedule of these initiatives also ensures predictability and regularity, essential factors in habit formation (Priasti & Suyatno, 2021).

Community participation in these initiatives is extensive, involving entire schools, classrooms, and families. One respondent highlighted, "The entire school community," emphasizing broad involvement. This participation varies depending on the specific initiative and its context. Participation is measured through various methods, including attendance lists, visitor books, and suggestion boxes. One respondent mentioned, "With the availability of attendance lists and visitor books." Additionally, the level of engagement and understanding of the reading materials is used as a measure of success. A wide range of reading materials is provided to cater to different interests and age groups. These include fiction, non-fiction, reference materials, and encyclopedias. One respondent explained, "Fiction, non-fiction, reference materials, encyclopedias." The selection process involves surveys of readers and references from publisher catalogs to ensure the materials meet the needs and interests of the community. Specific criteria are used for selecting reading materials, tailored to the needs and preferences of the readers. As one respondent stated, "Yes, tailored to the needs and survey results of the readers." This ensures that the materials are age-appropriate and aligned with the interests of the community members. This broad engagement is indicative of the program's inclusive approach, which is critical for creating a sustainable reading culture. Participation metrics, such as attendance lists and visitor books, as well as feedback mechanisms, help in assessing the program's reach and effectiveness. This participatory approach is consistent with best practices in community literacy programs, emphasizing stakeholder involvement and feedback in program success (Nurhayati & Anggidesialamia, 2020; Sitepu, 2012). Nur'aeni et.al. (2023) also emphasized the importance of community involvement in their study, highlighting the role of parents and schools in fostering a reading culture.

The impacts of the Sukabumi Reading Enthusiast Program on community literacy are significant. The regular and structured activities have instilled consistent reading habits among participants, enhancing their knowledge and awareness. One respondent emphasized, "Especially in schools, reading books together every Thursday has become a habit." The involvement of families, schools, and public spaces has created a culture of reading within the community, contributing to improved literacy skills and a greater appreciation for reading. The

Sukabumi Reading Enthusiast Program has demonstrated notable success in increasing the frequency of reading among participants. This improvement is substantiated by respondents' observations, such as, "There is an increase in the number of books read and the amount of reading time," and, "There is an increase in reading interest among participants." These statements indicate a significant enhancement in reading habits. Furthermore, the increased number of book collections and library visits serve as tangible indicators of this positive change. As one respondent noted, "With the addition of book collections, there is an increase in library visitors," confirming the program's efficacy in promoting reading.

The selection of reading materials is another critical aspect of the program. By providing a wide range of materials, including fiction, non-fiction, reference materials, and encyclopedias, the program caters to diverse interests and age groups. This variety is crucial as it ensures that all participants can find materials that are engaging and relevant to their interests and reading levels. The use of surveys and publisher catalogs to select materials ensures that the program remains responsive to the needs and preferences of the community, a strategy supported by literacy research (Nur'aeni et al., 2023; D. Susanti & Santi, 2019). Nurhayati's research has shown that tailoring reading materials to the interests and needs of readers significantly enhances engagement and reading outcomes (Nurhayati et al., 2020; Nurhayati & Anggidesialamia, 2020; Nurhayati & Musa, 2020).

Community Literacy and Reading Skills' Improvement. The program employs a comprehensive approach to assess the reading skills of participants before and after their involvement. Various tools and methods, including questionnaires, surveys, and interviews, are utilized to gather accurate data. One respondent emphasized this approach, stating, "Through questionnaires, surveys, and interviews." This multifaceted assessment strategy ensures a thorough evaluation of changes in reading abilities. Collecting participant feedback is integral to the program's continuous improvement. Feedback is systematically gathered and processed through questionnaires and surveys. One respondent detailed this process, "Processing data from questionnaires," while another added, "Collecting and processing data from surveys, questionnaires, and interviews." This feedback mechanism provides valuable insights into participants' experiences, facilitating necessary program adjustments. The use of these tools is well-documented in educational research as effective means of gathering qualitative and quantitative data (Creswell, 2017). Collecting and processing feedback from participants through systematic methods, such as surveys and interviews, allows the program to continuously improve. This feedback mechanism is crucial as it provides insights into

participants' experiences and identifies areas for enhancement (Kusmiatiningsih et al., 2024; Somantri et al., 2024; Supiah et al., 2024), ensuring that the program remains effective and responsive to the needs of the community. Recent studies have also emphasized the importance of feedback in program development and continuous improvement (Karmini et al., 2024; Nurhayati et al., 2024).

The program's success is measured through several key indicators. A primary indicator is the increased reading interest among the community, as highlighted by one respondent, "Increased community reading interest." The enthusiasm and active participation of students further signify the program's success. Another respondent observed, "Many students participate in the program, showing enthusiasm and a love for reading." These indicators reflect the program's effectiveness in fostering a culture of reading. The program has a profound long-term impact on participants' reading habits, fostering creative thinking and a positive reading culture. One respondent noted, "Enhancing creative ideas and a good reading culture." Participants develop sustainable reading habits, such as reading before bedtime, which maintain their interest over time. Another respondent mentioned, "Participants have the habit of reading before bedtime," underscoring the program's lasting influence.

The Sukabumi Reading Enthusiast Program has demonstrated a profound long-term impact on participants' reading habits. By fostering a positive reading culture and encouraging sustainable reading practices, such as bedtime reading, the program has successfully instilled lasting reading habits. The program has significantly enhanced the reading skills of numerous participants. These improvements include increased fluency and a better grasp of reading techniques. One respondent shared, "There are students who have made reading a habit, reading fluently before bedtime." Another noted, "Students from grades 1 to 3 have become interested in reading books, and grades 4 to 6 are keen to add more reading materials." These examples illustrate the program's success in improving reading proficiency. The program has also increased participation in community reading activities. Students have begun producing creative works such as book reviews, poems, and stories. One respondent stated, "Students can review books, write poems, and make summaries of books." Another mentioned, "There are book contributions like One Student One Book." This engagement in creative activities demonstrates the program's broader impact on literacy and community involvement.

This outcome is consistent with research indicating that early and consistent exposure to reading significantly influences long-term reading behaviors (Aminah et al., 2020; Astuti & Nurhayati, 2022). Nurhayati et.al. (2020) has documented similar long-term impacts in her

research, noting significant improvements in reading interest and literacy skills among participants. The program's impact on creative thinking and reading culture is also significant. Participants' involvement in producing creative works, such as book reviews, poems, and stories, indicates an enhanced engagement with reading materials and a deeper appreciation for literature. This engagement is critical for developing critical thinking and literacy skills, which are essential for academic and personal success (Gluvsac et al., 2020). Research has highlighted the role of creative activities in enhancing literacy and critical thinking skills, further supporting the effectiveness of the Sukabumi Reading Enthusiast Program (Khorchani et al., 2019).

CONCLUSION

The Sukabumi Reading Enthusiast Program has successfully fostered a culture of reading within the community through its multifaceted and structured initiatives. By promoting reading at home, in schools, public spaces, and through various media channels, the program has integrated reading into daily life for individuals of all ages. Regular activities, such as the weekly Readhaton and daily reading sessions, have significantly enhanced participants' reading habits, fluency, and engagement. The inclusive approach, involving entire schools, families, and community members, has broadened the program's reach and impact. Additionally, the tailored selection of diverse reading materials has catered to different interests and age groups, further promoting sustained reading habits. The program's comprehensive assessment and feedback mechanisms have ensured continuous improvement, contributing to its long-term success. Overall, the Sukabumi Reading Enthusiast Program stands as a model for community-based literacy enhancement, demonstrating significant improvements in reading skills and fostering a lasting appreciation for literature.

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