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IMPLEMENTATION OF THE LITERACY KKN-T PROGRAM IN IMPROVING STUDENT LITERACY CULTURE AND THE USE OF KARANGWANGI VILLAGE LIBRARY

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Abstract
Background. The Thematic Community Service Program (KKN-T) Literacy Program of Group 19 was conducted in Karangwangi Village, Depok District, Cirebon Regency, to strengthen students' literacy culture and optimize the village library.
Methods. Activities included managing the village library, holding read-aloud sessions, conducting book reviews, running book-based projects, writing stories, visiting students, and promoting literacy appreciation. Supporting activities included anti-bullying education, MSME empowerment, financial literacy, and installing a convex mirror for environmental safety. The program used a participatory approach through observation, mentoring, direct practice, discussion, and creative activities with students and the community.
Result. The results showed increased student participation in reading and understanding books, better organization of the village library collection, and greater community involvement in literacy and empowerment activities.
Conclusion. Schools, the village library, the village government, and the community are expected to continue the program to maintain its benefits after the KKN-T program ends.

Keywords: KKN-T, literacy, village library, students, community empowerment

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INTRODUCTION

Real Work Lecture (KKN) is a form of university service that gives students opportunities to apply knowledge while participating in community empowerment. Thematic KKN can address specific problems in the field through the stages of preparation, implementation, monitoring, and

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evaluation. Rizka et al. (2020) show that implementing literacy-based KKN requires the involvement of students, supervisors, village governments, and the community so activities can run according to field needs.

Literacy in the context of community service does not stop at reading and writing skills; it also involves the ability to acquire, understand, and use information. Reading activities that are designed in an attractive way can be a means to build children's interest and reading ability. For example, Isnaniah et al. (2022) carried out reading literacy activities through storybooks to help increase children's interest and reading ability in the community.

Village libraries can support literacy culture by providing access to reading materials and community learning spaces. However, libraries need strong collection management so reading materials are easy to find and use. Rustiarini and Dewi (2021) show that arranging village libraries through inventory, classification, and library administration can support efforts to improve reading literacy. Purnomo et al. (2024) also highlight the importance of classification, identity, structuring, and grouping reading materials in developing village libraries.

Village libraries can also become spaces for community involvement. Rohman and Sukaesih (2017) show that transforming village libraries can be associated with community empowerment through community involvement in using libraries. Widayanto (2020) also emphasized that optimizing the function of village libraries can support improvements in community literacy culture.

Based on initial observations in Karangwangi Village, the Village Library (Perpusdes) collection management still needs to be improved so the available books are easier to record and use. Therefore, students collect data, number, label, inventory, and rearrange the book collection. In addition to managing the Perpusdes, students carry out literacy activities through Reading Loud, Smart Book Review, book-based projects, story writing, literacy visits, and Village Literacy Appreciation.

The KKN-T program also does not focus only on students. Supporting activities include anti-bullying education, MSME observations, financial literacy seminars, and the installation of convex glass. In the MSME sector, strengthening product identity and packaging is one development opportunity. Martuti et al. (2024) show that support for creating logos, stamps, and labels can strengthen branding and marketing for MSME products. Najib et al. (2022) also show that packaging design innovation can support increased competitiveness of MSME products, while Suraya et al. (2021) discuss the role of digital marketing and packaging in developing MSME productivity.

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Based on these conditions, KKN-T Literacy Group 19 aims to optimize the use of Perpusdes, provide students with a more active literacy experience, and support community empowerment through education, financial literacy, and MSME activities. This program is expected to provide benefits that schools, Perpusdes managers, village governments, MSME actors, and the community can continue after KKN-T activities are completed.

METHODS

The KKN-T Literacy Group 19 activity was carried out in Karangwangi Village, Depok District, Cirebon Regency. The method used was participatory, involving students, the village government, schools, Perpusdes managers, MSME actors, and the community. The participatory approach was chosen so that the program is prepared based on conditions and needs identified through field observation. Rustiarini and Dewi (2021) used a similar approach in village library arrangement activities, involving village officials, the academic community, and the community. The activities consist of four stages: observation and problem identification, planning, implementation, and evaluation.

Observation and Identification of Problems

Observations were made on the condition of the Library, schools, community environment, and MSMEs. The activity also included coordination with the village government, schools, library managers, MSME actors, and the community to identify needs and potential for development.

Activity Planning

The observation results serve as the basis for preparing the work program. The main program includes library management and student literacy activities, while the supporting programs include Stop Bullying, MSME observation, financial literacy seminars, and the installation of convex mirrors. The planning stages are prepared by considering field conditions and the involvement of the parties targeted by the activity.

Implementation

Implementation is carried out directly through the division of tasks among group members and coordination with related parties. Perpusdes management is carried out through data collection, numbering, labeling, inventory, and book structuring. Students carry out activities through reading,

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reviewing books, making works, and writing stories. Community activities are carried out through MSME observation, financial literacy education, and other supporting activities.

Evaluation

Evaluation is carried out to assess program implementation, identify obstacles, review activity results, and identify sustainability opportunities after KKN-T is completed. Evaluation is based on observations of activity results, participant involvement, activity products or outputs, and the condition of facilities that the community can use. In the context of literacy-based KKN, evaluation is an important part of determining program achievement and implementation obstacles (Rizka et al., 2020).

DISCUSSION

Village Library Management

Library management is one of the main activities of the Literacy KKN-T. The activity began with an assessment of the library's condition and coordination with the village government and library managers. Furthermore, students collected data, numbered, labeled, inventoried, and arranged books. The team successfully recorded, numbered, labeled, and inventoried around 1,000 books. After completing the process, the books were returned and rearranged at the Perpusdes.

The results show that organizing collections creates more orderly library conditions and makes searching for books easier. This finding aligns with Rustiarini and Dewi (2021), who explain that inventory, classification, and library administration are an important parts of improving village libraries. Purnomo et al. (2024) also show that village libraries can develop by adding collections and classifying, identifying, arranging, and categorizing reading materials.

Beyond management, libraries should be spaces the community actually uses. Widayanto (2020) emphasized that optimizing village libraries' functions can support community literacy culture. Thus, the collection of data on around 1,000 books in KKN-T activities not only results in administrative changes, but also becomes the basis for the use of collections through reading activities and literacy visits

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Figure 1. Arrangement and data collection of Perpusdes collections

Read Aloud

The Reading Aloud activity at SDN 1 Karangwangi. Students are invited to read and listen to stories together. The activity is interactive, so students not only listen but also understand the story's content and respond simply.

This activity shows that reading can be developed into an activity that involves students' interaction with reading and companions. This aligns with Isnaniah et al. (2022), who use storybooks in reading literacy activities to increase children's interest and reading ability. Reading activities accompanied by responses also give students space to process the information they receive from reading.



Figure 2. Reading Aloud Activities at SDN 1 Karangwangi

Smart Book Reviews

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The Smart Book Review Activity gives students an opportunity to read and then retell the book's contents in their own words. This activity builds reading comprehension, speaking confidence, and the ability to express opinions.

Reviewing books can be a reading activity because students not only receive information but also need to understand and re-communicate the content. In community literacy programs, reading activities should be paired with activities that allow participants to use the information they have gained. The literacy-based KKN approach also shows the importance of implementation and evaluation stages so activities do not stop at reading alone (Rizka et al., 2020).



Figure 3. Smart Book Review Activity

Reading Book Content-Based Projects

Students carried out a project based on the book "Save Our Trees!". Students made an environmentally themed poster and placed it on the mading of SDN 2 Karangwangi. This activity connects reading with real work, giving students the opportunity to apply what they learn from reading.

Work-based activities provide an experience that reading can be continued through the process of processing information into products. In the context of literacy, an approach like this can help make reading activities more contextual because students produce something based on the content of the reading.

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Figure 4. Book-based poster creation

Writing Stories Based on Reading Books

The story-writing activity was carried out with Grade VIII students at Al Falah Junior High School. Students were directed to compose stories using the 5W+1H elements. The activity aimed to build reading comprehension skills, develop writing skills, and compose ideas sequentially.

Writing activities after reading give students opportunities to reprocess the information they have gained. Thus, literacy activities position students not only as readers, but also as processors and producers of information. Integrating reading activities with advanced activities such as writing can expand students' literacy experience.



Figure 5. Story writing activity 5W+1H

Literacy Visit to the Library

15 students of SDN 1 Karangwangi made a literacy visit to Perpusdes. The activity consisted of reading, reviewing books, and making book dividers. This visit introduced Perpusdes as a learning space that students can use directly.

Student visits show that collection management must be followed by library use. Village libraries can serve as spaces for community involvement when facilities and collections are supported by user-involved activities. Rohman and Sukaesih (2017) show that village libraries can support

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community empowerment through community involvement and the use of library functions. Widayanto (2020) also places the optimization of village libraries as part of efforts to improve literacy culture.



Figure 6. Student visits to the Library

Appreciation of Village Literacy

The Village Literacy Appreciation activity was held through the presentation of two-dimensional and three-dimensional works made based on reading books. This activity shows appreciation for student creativity while providing space to display the results of literacy activities.

Presenting the work shows that reading activities can be linked to creativity. For students, the work provides an experience that the information obtained from reading can be processed into other forms that can be displayed and appreciated.



Figure 7. Appreciation of Village Literacy

Literacy and Community Empowerment Support Activities

The KKN-T program also includes anti-bullying socialization, observation of MSMEs, seminars on "Financial Smart, Resilient MSMEs", and the installation of convex glass. These supporting

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activities show that literacy programs are developed not only in the context of reading but also in relation to character, the economy, and daily life.

Observations of MSMEs in Gang Minjo found local products such as cumin, gandaria, basreng, and rempeyek. Some businesses still use simple marketing, so input is provided on product identity, packaging, logos, banners, and stickers. Branding assistance through logos and labels can help strengthen the identity of MSME products (Martuti et al., 2024). In addition, packaging design innovations can be a factor in increasing the competitiveness of MSME products (Najib et al., 2022).

Suraya et al. (2021) also show that digital marketing and packaging can support the marketing of MSME products. Therefore, input on product and packaging identity in KKN-T activities can be a first step that business actors can further develop according to market needs.

The seminar "Financial Smart, Resilient MSMEs: Building Community Economic Awareness in the Digital Era" will be held on August 31, 2026. The material discusses financial management, MSME development, and the risks of online gambling and online loans. The activity is carried out through material delivery and interactive discussions with the community.

Overall, the series of activities shows that the KKN-T program not only focuses on reading skills but also connects literacy with creativity, character, economy, and daily life. These findings align with the literacy-based KKN approach, which treats community service as a process of implementation, monitoring, evaluation, and obstacle identification in the field (Rizka et al., 2020).

The program's sustainability can be supported through the use of Perpusdes, literacy activities in schools and communities, the application of financial literacy knowledge, and the maintenance of the facilities provided. Sustainability is important so the output of KKN-T does not stop after the program is implemented, but can be used by the village and the community.





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Figure 8. Supporting Programs

CONCLUSION

The implementation of the Literacy KKN-T Group 19 in Karangwangi Village resulted in several activities focused on literacy, education, community empowerment, and environmental safety. In literacy, Perpusdes management successfully completed data collection, numbering, labeling, and inventory of around 1,000 books. The activity continued with Reading Aloud, Smart Book Reviews, book-based projects, story writing, literacy visits, and Village Literacy Appreciation.

In addition to literacy, activities also include Stop Bullying education, MSME observations, financial literacy and MSME seminars, and the installation of convex mirrors. Through this series of activities, students not only carry out work programs but also learn to adapt and cooperate with the community.

The results of the activities carried out are expected to continue to be used after the KKN-T is completed. The library manager can continue managing the library, schools, and the community can develop literacy activities; financial management knowledge can be applied in daily life, and related parties can maintain the convex mirror facilities.

Aknowledgement
Gratitude was conveyed to the Karangwangi Village Government, the library manager, the school, the people of Karangwangi Village, the supervisors, and all parties who supported the implementation of KKN-T Group 19 so that the entire series of activities could be carried out.

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