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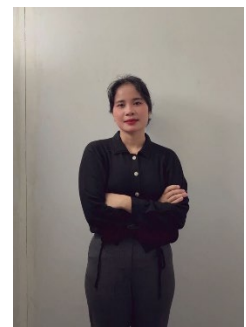
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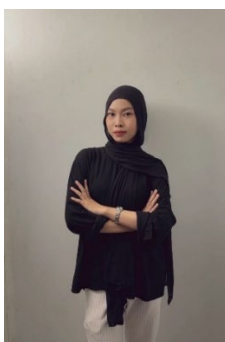
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THE EFFECT OF THE VILLAGE LITERACY MOVEMENT PROGRAM ON INCREASING READING INTEREST AND COMMUNITY PRODUCTIVITY IN KALIMANGGIS KULON VILLAGE

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Abstract

Background. By expanding access to literacy facilities, outreach, and literacy training, the literacy movement seeks to improve literacy culture at the local level and encourage the reading enthusiasm and productivity.

Aims. Literacy of the residents of Kalimanggis Kulon Village. Governments, educational institutions, communities, and the general public are involved in these efforts.

Methods. Through the Participatory Action Research (PAR) approach, namely the PAR method, this study uses a descriptive qualitative methodology.

Result. Public knowledge of literacy, the availability of high-quality books and reading materials, and reading culture have increased significantly as a result of the implementation of this literacy movement.

Conclusion. Although literacy groups at the village level have improved social cohesion and community empowerment, literacy outreach and training have effectively inspired adults and children to read more.

Implementation. Improving people's social and economic capabilities makes it easier for them to access information and job opportunities, which is another significant benefit.

Keywords: Programs, Literacy Movement, Society and Reading Interest

INTRODUCTION

Because most of the workforce is unskilled and not mobile, rural communities tend to have stagnant economies, with low per capita incomes, so many are trapped in economic poverty and rely solely on agriculture or labor. The majority of rural people still work as farmers and laborers, jobs that have been passed down from generation to generation and have not changed much. The main contributing factors include reduced availability of agricultural land, soil fertility, weather/climate, and lack of agricultural innovation due to lack of education.

Given the realities of the lives of these communities, the primary concern is what kind of educational assistance models can be offered to rural farmer children to foster a particular interest in literacy and educational motivation. Technology is evolving rapidly these days. You can find anything you need easily. This is just a rapid scientific advance. The resources available to citizens allow them

to acquire both written and unwritten knowledge. In addition to necessities such as food, clothing, and board, information is becoming increasingly important for most people.

The most important component of a country's growth plan is its people. In addition to encouraging development, the community also benefits from the results of development and the community itself. As the most significant asset in human resource development, population growth is a key focus of this shift in development direction. The process of human resource development is one of the standards or markers of a country's growth. Current development patterns focus on the economy, health, and education in relation to national and global progress, thus requiring a comprehensive national approach.

The low quality of the population is one of several new problems. The level of education has an impact on the quality of the population. Education alone cannot raise the standards of the population; On the contrary, the level of intelligence and knowledge of a country determines its quality. The quantity of knowledge you gain, both from written and oral materials, determines the level of intelligence and knowledge (Baisa et al., 2018).

Higher education is not necessary for a literacy culture to have a positive impact on the quality of the population. Literacy provides all the information needed to improve the quality of talent. However, this is paradoxical considering that the majority of the Indonesian population still has relatively low reading skills. The average Indonesian population only reads 3,050 minutes a day, or less than an hour. In fact, the benefits will be very extraordinary if every citizen has high literacy. A large population has the following benefits: 1) More labor is available to cultivate more natural resources. 2) A source of energy for future progress. 3) The population can help maintain the integrity of the nation from external attacks.

The Ministry of Education and Culture (2019) defines literacy as the ability to access, understand, and utilize information intelligently through various activities, such as speaking, writing, listening, seeing, and reading. Literacy is expected to inspire students who are not literate to learn to read, and those who are literate will be more encouraged to read regularly until it becomes a habit or hobby.

Literacy refers to an individual's proficiency in various forms of language, including listening, speaking, reading, and writing, for the purpose of effective communication (E. S. Sari & Pujiono, 2017). Literacy activities are related to the fundamental capacity of individuals to understand written texts. Currently, the approach used to improve reading proficiency is to foster enthusiasm According to UNESCO, Indonesia ranks second last in terms of global literacy, which shows a significant lack of public interest in reading.

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It is the duty of university scholars to foster literacy in rural communities, considering their capacity and responsibility of the tri dharma in educating and serving the community (Ruslan, 2020). The cultivation of reading culture must be further improved, because through reading the growth of a rich education (Rahmawati, 2018). Each component must collaborate to ensure that the practice of reading becomes an essential need in families, educational institutions, and the wider community. Improving literacy culture is not solely the responsibility of the government; Instead, family, school, and community play an important role in supporting its success (Sanusi & Prasetyo, 2019). The efficacy of most educational processes depends on the individual's proficiency and awareness of reading. The level of success in social life depends on the literacy culture that has been embedded in society (Syahidin, 2020).

The urgent need of the public for reading literacy is an effort to equip them with technological knowledge and skills that will help them live a better life in the future, especially in their daily lives. A child's reading ability is very important for their growth. Reading can improve language skills, enrich vocabulary, and better understand the world around them (Hafsera and Silaen 2018). Reading literacy also helps people access information, understand instructions, gain knowledge and insights, improve critical and analytical thinking skills, improve the quality of human resources, and have an impact on social interaction and mental health. The development of new works and the advancement of science and technology greatly benefit from the culture of reading (Wahyudi & Nadhiva, 2021).

Based on the results of an interview with the Head of Kalimanggis Kulon Village, the majority of the villagers are known to work as farmers. This results in limited time for them to spend in the rice fields. In addition, Busyness and fatigue due to the demands of farming work also affect the time and energy to read and even teach their children to read. Another factor is the lack of a reading culture that has taken root in society as well as the influence of technology and social media that distract from reading books.

Therefore, this article will review the Influence of the Village Literacy Movement Program on Increasing Reading Interest and Community Productivity in Kalimanggis Kulon Village.

Research methods

This research uses qualitative research with a descriptive method, which is a technique or method used to explain a problem so that it can be analyzed and conclusions drawn clearly. Descriptive methods are used to identify elements, analyze them, and even compare them to reach conclusions.

Using the Participatory Action Research (PAR) approach, a community empowerment method that emphasizes the active involvement of the community as a subject in the overall research process (Rahadi et al., 2004), this study focuses on the community, especially early childhood, who is the subject of this village literacy activity. The PAR method involves community participation from the activity planning stage to the evaluation and receipt of its benefits for the community. The research team and the community in Bloro Village began to critically recognize the social situation that occurred around

children's reading literacy activities, which triggered collaborative activities to build knowledge to support social action and social change (Fernandes and Rajesh Tandon, 1993).

Researchers interviewed, observed, documented, and conducted Focused Group Discussions (FGDs) with parents, religious leaders, and community members in Kalimanggis Kulon Village to collect data and information. Starting with the preparation of activity needs, such as compiling a schedule of activities that complement the research activities and identifying literacy needs, such as books and reading materials that are suitable for the target community, this research involves community participation from the beginning.

Results and discussion

Various programs and activities designed to increase public awareness of the importance of literacy can be used to achieve this goal (Roziqoh, 2022). In addition, according to Dadang Iskandar et al. (2017), a multi-media strategy is needed to attract public interest in improving reading skills in order to improve the literacy ability and potential of the people of Kalimanggis Kulom Village.

Improving public literacy knowledge will enable individuals to use digital media more intelligently, understand the information they find, and evaluate the material they absorb. Rohim and Rahmawati (2020) emphasized that literacy encourages children's interest in reading activities indirectly. For children in Kalimanggis Kulon Village, literacy can be beneficial. Literacy, for example, can help children become more sensitive and make it easier for them to read and understand the content they are learning. In addition, Adelina (2023) explained that fostering a love of reading in the community requires planting and fertilizing from an early age. This is due to the fact that children's interest in reading does not grow naturally; rather, they are greatly influenced by the stimulation they receive from their environment in their daily lives.

Furthermore, Pradani (2022) emphasized that cooperative efforts from various institutions, including families, schools, and communities, are needed to improve literacy culture in society. This requires creating an atmosphere that encourages interest in reading, especially for young readers. This includes providing age-appropriate reading to children and engaging them in reading activities from an early age.

In Kalimanggis Kulon Village, the launch of a literacy campaign to increase reading interest has had a significant impact on various aspects of people's lives. The movement has effectively brought about beneficial change at the individual, social, and economic levels by expanding access to literacy resources, raising awareness of the value of reading, and empowering communities.

Increased Access to Literacy Facilities

Increasing public access to literacy resources, especially at the village level, is one of the main achievements of this program. The local community did not make good use of many village libraries before the literacy revolution. With the presence of modern physical and digital book collections and the revitalization of literacy services, the village library has transformed into a center of activities that

are crowded with various organizations. In addition, the program makes computer literacy more accessible, which is important for local people living in remote areas with limited access to transportation. Distance and cost are no longer obstacles to knowledge acquisition for people who have access to electronic books and online literacy platforms. This illustrates how increased access—both digital and physical—can broaden people's horizons and encourage community engagement in literacy activities.

Increasing Literacy Awareness through Counseling and Training

In-depth training and communication initiatives implemented in various locations, including village halls, village halls, and schools, have been effective in raising public awareness of the importance of reading. Public opinion about literacy has changed thanks to activities involving different ages. Thanks to initiatives such as reading clubs, writing competitions, and narrative exercises, children who were previously less interested in books are now more enthusiastic about reading. In addition to promoting reading, these activities engage students in creative processes that enhance their knowledge and abilities.

Adults who receive functional literacy training have shown significant improvements in their reading, writing, and critical thinking abilities. Many adults now start reading for self-development, whereas previously they only read for administrative needs. They have greater access to information, which improves their understanding of the world and, in turn, improves their standard of living. The effectiveness of functional literacy training shows that literacy is a useful skill that increases a person's competitiveness and life readiness, in addition to being a tool for obtaining information.

Changes in Reading Culture in Society

The reading culture in Kalimanggis Kulon Village has undergone substantial changes thanks to this literacy initiative. Reading was not a popular hobby in the neighborhood before the literacy initiative. However, the reading culture began to develop rapidly thanks to various activities involving all levels of society, such as book discussions and group reading sessions at village halls. Now, people are beginning to understand that reading is an activity that enriches knowledge and broadens life perspectives, not just a formal educational activity.

Parents are now actively encouraging their children to read at home, even though previously they did not pay attention to their children's reading habits. Through the reading program together, parents, educators, and the community work together to further develop a literacy culture at home and at school. In addition, community and religious leaders who participate in literacy initiatives play an important role in educating the public about the value of reading. People from all walks of life are increasingly receiving literacy messages thanks to social media and local activities. This shows how a comprehensive and multi-stakeholder strategy can lead to constructive social change.

Community Empowerment Through Literacy Activities

In Kalimanggis Kulon Village, the literacy movement is also very important for community empowerment. The establishment of literacy groups at the village and neighborhood level (RT/RW) has increased social cohesion and unity. These gatherings enhance social conversation by providing a forum for sharing thoughts and experiences, in addition to being a place to read. Involving the community in literacy-related activities shows how literacy can be used as a tool for social empowerment, fostering stronger bonds between neighbors, and encouraging cooperation in community development. In addition, by encouraging people to become more independent in supervising and planning their own reading programs, literacy groups have reduced their reliance on outside organizations.

Creating a generation that cares more about education and community development also depends on this empowerment. Involving young people in literacy activities will equip them to become future agents of change who care about the welfare of the community, in addition to their own education. Hopefully this strong literacy culture will continue to develop and have a good influence on the future of society.

Social and economic influence

The literacy movement also has important benefits from a social and economic point of view. Information about job prospects, education, and other social issues is easier to obtain for people with higher levels of literacy. Literate people have wider access to the outside world and are better prepared to face life's challenges, both intellectually and practically. More literate people are now better equipped to write cover letters, complete job applications, and find information that will help them advance their careers or get a job.

Additionally, a higher interest in reading inspires people to engage in more creative activities, such as writing, crafting, and leveraging technology to launch small businesses. As the value of reading and access to information becomes increasingly recognized, more and more people are learning new skills that can increase their income, both in formal work and entrepreneurship. This increase in literacy shows that literacy has a wide impact, boosting the community's economy through skills and creativity, in addition to expanding knowledge.

Overall, many aspects of people's lives have changed significantly as a result of the implementation of the literacy movement in Kalimanggis Kulon Village to increase reading interest. Individual, social, and economic benefits have been gained from expanded access to literacy resources, the effectiveness of outreach and training initiatives, and the changes in reading culture that have occurred. Therefore, this literacy movement is not only important to improve literacy skills, but also serves as a powerful instrument to strengthen local communities and encourage social and economic progress. More persistent and cooperative efforts from all parties will increase the positive impact of the literacy movement in the future and build a more literate society and better prepared to face various obstacles.

The researcher will use the Bloom (Purwanto, 2008) benchmark, which states that there are three indicators of success in the learning program, namely affective, cognitive, and psychomotor, to discuss the impact of community participation or improvement in the quality of society as a result of participation in the program. Based on the results of the above description and interpretation, the program can be described as follows:

1. Cognitive

Based on the results of the study, it can be concluded that individuals involved in reading interest training activities learn new things from reading books or other sources of information, and this helps participants or the community understand the importance of reading because by reading, we will find all the knowledge we need. Society can then apply what we read in our daily lives, especially if it is in line with the desires we are looking for. This is in line with Bloom's theory (Purwanto, 2008) which explains that in the cognitive realm, this is a behavioral change that occurs in the cognitive area. Receiving stimuli, storing and processing them in the brain into information, and then recalling it when needed to solve a problem is part of the learning process of the cognitive realm. Bloom's six levels of cognitive learning outcomes—knowledge, understanding, application, analysis, synthesis, and evaluation—range from the lowest and most basic, memorization, to the highest and most complex, evaluation. Therefore, Bloom's comprehension is very effective, and people can improve their skills and knowledge through reading.

2. Affective

Based on these findings, it can be said that people who take part in reading interest training feel the benefits, especially in terms of community activities and increased participation in the Literacy Movement program. The community also invites other participants to join in gaining useful knowledge, which helps the community and participants better understand the importance of reading because everything we need to know will be obtained through reading, and the community can then apply what they have read, both from books and information, in their daily lives, especially based on the results they want. Based on this, Kratwohl's theory (Purwanto, 2008) divides affective learning into five levels: internalization (making values a compass for life), assessment (making value choices based on stimuli), acceptance (responding to stimuli), and organizing (connecting learned values). Learning objectives are ordered from lowest to highest hierarchically. As a result, values are associated with the affective realm and subsequently with attitudes and behaviors.

The Literacy Movement shows a lot of positive community involvement, and many people invite others to join. People's interest in reading has increased dramatically after joining the Literacy Movement, in contrast to previous ones that did not have sustainable programs or facilities to support people's interest in reading.

3. Psychomotor

Based on these findings, discussions can be held on how the participants of the Literacy Movement activities learn and apply what they have learned as well as useful knowledge related to reading interests, both from books and other sources of information. Participants or the community can also better understand the importance of reading because reading will give us all the knowledge we are looking for, and people can then apply what they have learned from books or information into their daily lives, especially if they align with their desired outcomes. Based on this, the learning outcome theory states that the learning outcomes are sorted from the lowest and simplest to the highest, which can only be achieved if participants have mastered the lower learning outcomes. Simpson (Purwanto, 2008) divides psychomotor learning outcomes into six categories: perception (distinguishing symptoms), readiness (positioning oneself to initiate a movement), guided movement (imitating an exemplified model), habitual movement (a series of sequential movements), and creativity (creating new, original, or authentic movements and combinations of movements). As a result, individuals who engage in these activities can reap the benefits, especially those who utilize daily reading results to enhance their reading interest training.

Table 1 Comparison of Improvements Before and After the Program

Answer Score				
Yes	Independence	before	after	Difference Score
1	Cognitive	79	95	16
2	Affective	64	83	19
3	Psychomotor	58	92	34

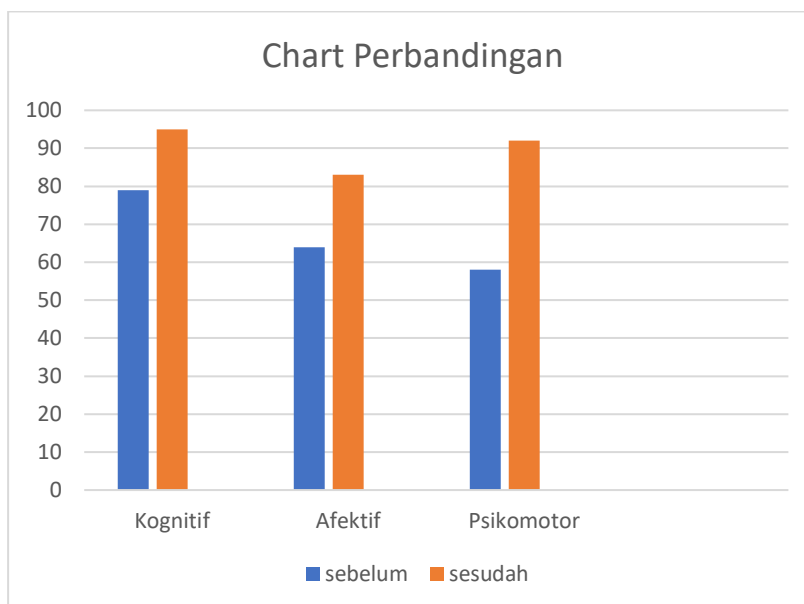
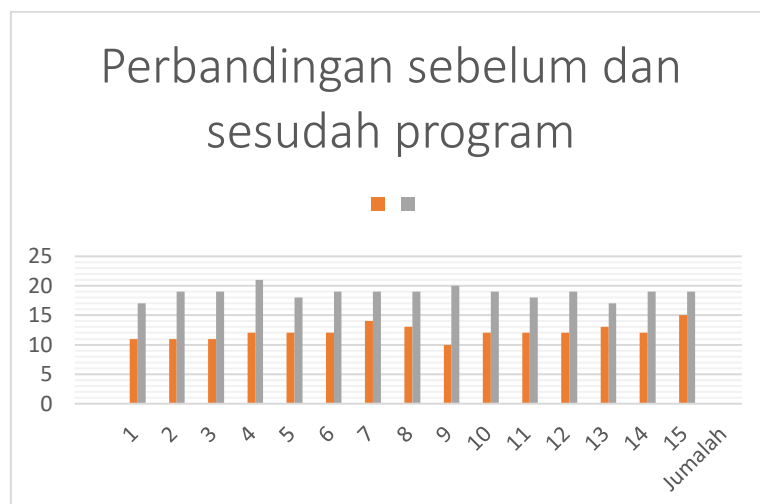


Table 2. Comparison of Respondent Increase Before and After the Program

Answer Score				
Yes	Participants	before	after	Difference Score
1	AA	11	17	6
2	EC	11	19	8
3	PI	11	19	8
4	RY	12	21	9
5	UB	12	18	6
6	NM	12	19	7
7	FK	14	19	5
8	RN	13	19	6
9	AH	10	20	10
10	AND	12	19	7
11	JJ	12	18	6
12	YN	12	19	7
13	DS	13	17	4
14	MH	12	19	7
15	YI	15	19	4
Jumlah				100



Given that the public's interest in reading is already very high and there are no programs or facilities that support the development of reading interest, the results of the above discussion show that the indicator has increased or that people can apply what they read to read every day, at least one book a day, after participating in the program. Therefore, increasing the capacity of knowledge, involvement, and community application after participating in the reading interest training program is the impact of the program.

Conclusion

The literacy movement in Kalimanggis Kulon Village has succeeded in bringing significant changes to people's reading habits and interests. By strengthening literacy facilities, providing counseling and training, and fostering a reading culture, people are beginning to realize the importance of literacy for personal growth and community progress. The positive impact of this movement is not only felt at the individual level, but also at the social and economic level, proving that literacy is a very effective tool to bring about change and sustainable development. Collaboration is needed to ensure that the literacy movement can continue to develop and benefit the residents of Kalimanggis Kulon Village.

Despite all the incredible results of this literacy movement, there are still a number of obstacles that must be overcome to ensure its long-term sustainability. One of them is the need to update reading materials and book collections regularly to always be in line with the latest developments. In addition, inadequate facilities still require special attention, especially in remote areas. Therefore, it is recommended that the government and educational institutions continue to work together to expand literacy resources at the village and sub-district levels and make maximum use of technology in order to reach a wider population. The sustainability of this movement also depends on the expansion and sustainability of literacy initiatives that involve more aspects of society, such as the private sector and non-governmental groups.

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