

Reading Review Program as an Innovative Effort to Increase Community's Reading Interest

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ABSTRACT

This research aims to describe the planning process, implementation, and results of the reading review program as an effort to reduce and prevent the problem of the culture of literacy in Indonesian youth. This research used simple research design approach with descriptive method. The research results show that; (1)The planning stage of the reading review program starts from the discussion process with the Srikandi Community Reading Park management team to formulate objectives, plan the stages of the program to discuss the schedule, and the division of tasks. (2) The implementation stage of the reading review program is carried out by inviting the learning citizens of package B Equality Education Program to read one of the selected books, write down what has been read, and explain or retell the contents of the book. (3) The results of the implementation of the reading review program are very positive; the state of interest in reading is getting better; the understanding of the contents of reading and writing activities is also quite good. This research recommends that the reading review program should be implemented more widely and continuously in order to improve community's literacy in Indonesia.

Keywords: *reading interest, reading review, community, reading centre*

1. INTRODUCTION

Literacy can encourage, inspire, and motivate people to keep learning new things, thereby building confidence and self-esteem. Being literate is the basis for active participation in today's knowledge-based society [1]. Literacy is the ability to read and write. Literacy also means learning and understanding the source of reading [2]. Reading is a window to the world, the meaning of an expression is that reading is not just looking at the letters in a word, but also trying to make sense of every word in a sentence that helps us understand the message contained in writing.

In harmony with expert understanding, by reading a lot, we can arrange various words into sentences arranged into a reading structure, so that we can hone our writing skills. Moreover, conversely, the less we read, the more difficult it is to write.

According to UNESCO data in 2012, interest in reading Indonesian people is very alarming, only 0.001%. This means that out of 1,000 Indonesians, only 1 person has an interesting reading. In addition, in the same year, the results of the Program for International Student Assessment (PISA) study stated that the literacy culture of Indonesian people was in position 64, and the reading position of students was ranked 57 out of 65 countries studied [3]. From this research, the condition of public literacy is already below the crisis line. The low literacy that is owned by the people makes their knowledge very minimal. Low awareness of the importance of reading activities in people's lives, caused by many factors that can influence it, among others; (1). Copyright © 2020, The Author. This is an open access article distributed under the CC BY-NC 4.0 license <http://creativecommons.org/licenses/by-nc/4.0/>

cannot buy books or reading materials. (2). The location of the library is far from the residence of the community. (3). There is still no party capable of moving and motivating the importance of reading for society [4].

Especially what happens in this millennial era often makes us as a community served with the ease of technology. Because this 4.0 era requires people to be able to 'flexible' in using the technology that circulates among us, because it is considered capable of facilitating our daily needs more efficiently, society will get various advantages and advantages in all aspects of life through the use of information technology in the era of the information society. In other words, the era of the information society is characterized by information management (data transmission and computers); HR with professionalism and high skills; The technology used is based on intelligent technology [5]. This phenomenon has finally made many people start to abandon other habits which in the past were often done, such as reading novels, fairy tales, or textbooks, which were able to have an impact on reducing people's interest in writing. However, we cannot justify if technology is better than reading a book. Because, of course, leaving our habits like reading a book is not a wise action in increasing one's literacy abilities.

Therefore leaders in the field of education must make this an emergency, and solutions must be sought immediately. Especially for Community Reading Center or Taman Bacaan Masyarakat (TBM) managers throughout Indonesia because this is related to the state of community literacy, which is essentially one of the tasks of the presence of Community Reading Center during the community. In its small scale, Community Reading Center (CRC) present as a program

the Community Learning Center or Pusat Kegiatan Belajar Masyarakat (PKBM) must have the best programs to strive to improve the literacy culture of learning citizens (*warga belajar*) continuously. Because in this 4.0 era, learning citizens also learn to look more engrossed in playing the gadgets they have, which we know is very minimal they use in helping them to learn. So what is felt by the tutors is the passivity of citizens to learn when the process of teaching and learning takes place. The absence of an active response from the citizens of learning about material and not yet seen the initiative of learning citizens in finding and deepening a material outside of class hours.

The inaccurate method given to learning citizens in the process of teaching and learning activities is also a reason for reading interest and the ability to write citizens to learn not honed properly. From various efforts that have been made by academics and practitioners in the field of education and other experts to solve the literacy crisis in Indonesia, then there is one method, namely Reading Review or often known as a resume which is a summary or summary of an article/essay long terms do not change the main idea of the text. In the implementation, the method is given to learning citizens to be able to review their chosen books. The researchers expect this method to boost the learning citizens' desire to learn reading and writing.

1.1. Reading Interest

Reading is an interactive process in which the reader is expected to obtain and understand the author's message. Reading can also help a person learn to think in a new language and help gain a better vocabulary. Reading has benefits for a variety of purposes and provides opportunities to learn languages. The reader reads a text aimed at understanding the purpose of the text. Through reading, we not only obtain information and expressions but can also increase the ability to understand and use written language[7].

Interest leads to knowledge that, in turn, will lead to increased understanding. Students interested in a particular topic are likely to seek to obtain various information about it[8]. Meanwhile, according to Hidi, [9] Reading interest means disposition that encourages individuals to look for opportunities and resources to carry out reading activities. There are two ways to check someone's interest in reading. First, someone is interested in activities such as reading, so that when faced with books, individuals who have a greater desire, recognition, and remembering are directed towards reading activities. Second, another approach is based on exciting content or objects, that interest in material stimulus to influence individual abilities.

Expert opinion regarding reading interest above can be concluded that reading interest is a condition experienced by humans to have more interest in reading activities, so it takes a particular time to do so to be able to provide new knowledge and insights for readers.

1.2. Reading Review Program

Reading Review often known as a resume, which is a summary or summary of an extended article/essay on condition that it does not change the main idea of the text. The Reading Review method is part of the SQ3R (Survey, Question, Read, Recite, Review) method and strategy that has been carried out by several previous researchers.

Parwati's research [10], which explored the impact of SQ3R on students' reading ability, shows that the application of SQ3R method has a significant influence on reading comprehension skills of grade X students at Tri Sukses Nata High School. The S3QR method is urgently needed to overcome students' difficulties in understanding English text.

The SQ3R method is the oldest independent reading method developed by Francis Robinson in the early 1940s, which focuses on improving students' understanding when reading complex reading material [11]. The use of the SQ3R method is carried out with the following steps: (1) survey, namely by examining the reading text and note-marking keywords. (2) Question by making questions to require the reader to understand the reading. (3) Read, i.e., by reading the text to find answers to questions that have been made. (4) Recite is by retelling the contents of the reading without opening the reading material to find out the mastery of the content of the reading. (5) Review by reviewing what has been read to ensure understanding of the reading content [12].

The SQ3R method and program are considered capable of being relevant to the program at Community Reading Center, but due to the time available at Community Reading Center it is not always the same as the teaching and learning process in the classroom so that in this study, the researcher decided to use a portion of the SQ3R method that is only the Read and Review method only. Although only by using these two methods, but researchers believe these methods can be useful in increasing interest in reading citizens learn at one time. It means that learning citizens will feel burdened when they are required to bring assignments to their homes, but the Reading Review program conducted at the Community Reading Center can help the community to be enthusiastic in coming to the Community Reading Center and reading books in the Community Reading Center.

1.3. Community Reading Center

Taman Bacaan Masyarakat (TBM) itself is one of the government programs that refer to Law No. Republic Indonesia No. 20 of 2003 on the National Education System, article 26 paragraph (4), states the nonformal education unit consists of course institutions, training institutions, learning groups, learning societies, taklim assemblies, and similar educational units. The Community Reading Center is a form of community service and is managed independently by the community itself. As a library collection provider, TBM is needed by the community and serves as centrality in the implementation of education and guidance and education as well as a significant information center.

Shresta [1] refers to the term TBM with community libraries providing a variety of learning opportunities for community development and communities to improve their quality of life. Furthermore, Stranger-Johannessen [15] explains that libraries are based on local initiatives, with relatively good resources, and well-integrated in the community. Together, it shows the gradual development of the reading culture.

Bakhtiar's research [4] shows that TBM's role: (1) as centrality to driving people's literacy. (2) as the centrality of the most important sources of information for the development of science, (3) as a medium of forming, coaching, coaching, and coaching communities among fellow visitors. (4) as guidelines and guidelines for consulting users, (5) internalize TBM's importance for many people.

2. METHOD

This research was conducted to describe and see how the implementation of the reading review program carried out in the Srikandi Community Reading Park ranging from planning, implementation to the results of the program to increase reading interest. Therefore, the research approach used is a simple research design with descriptive methods. To capture information following research needs, then the selection of sources is conducted. The selection of informants is based on several considerations, among others: the resource persons are students of Package B Equality Education of Srikandi Community Learning Center who are diligent for school, the resource persons have a fondness for reading, the resource persons can follow the procedures of the research program well.

The research informants in this study are 1 Manager of community reading centre Srikandi and 5 students of Srikandi Community Learning Center Package B Equality Education Program. In obtaining and collecting data needed in this study, the researchers used observation, interview, documentation, and literature study techniques. The observation was carried out to collect data on how to observe and see the process of reading review program implementation directly. In this observation stage, the researcher uses participatory observation, which means the researcher is involved with the activities carried out by the resource person being observed or used as a source of research data. The tool used in this observation is the observation that has been compiled by researchers to observe both the manager of learning citizens.

Next, researchers conducted interviews with research subjects. The type of interview chosen in this study is the form of structured interviews. The instrument in this interview is in the form of an interview guide, which includes the name, age, and position of the interviewee, as well as the question items that contain the problem and concludes with an interview conclusion.

The document study is a complement to the use of observation and interview methods in qualitative research. The types of documents used in this study are documents in the form of images, for example, photos, live images—sketches, etc. Documentation is one way that qualitative research can be done to get a picture of the subject's perspective through written media and other documents written or made directly by the subject concerned. Data analysis used was triangulation technique in every stage of data collection.

3. RESULT AND DISCUSSION

The Reading Review method is part of the SQ3R (Survey, Question, Read, Recite, Review) method and strategy that has been carried out by several previous researchers. Through this Reading Review method, The Community Reading Center manager invites students to be able to improve their literacy culture when there is a growing crisis of Indonesian teenage literacy culture. There are so many cases out there where the Indonesian people have no doubt in providing news that is not based on its truth as well as the passivity of the attitude of the learners in today's world, which causes the teaching and learning process to take place as if it is not active.

In order to reduce the existing problems and prevent these problems from arising among the learning communities, especially the students of package B Equality Education Program, the Srikandi Community Reading Center management initiated the Reading Review program. In its implementation, the program invites package B Equality Education Program students to read one of the books they chose at the Community Reading Center then after that they rewrite what they have read from the book at the end of this program the students are given the opportunity to present and to explain or retell the contents the book, as well as what they got through giving this method.

3.1. Reading Review Program Planning

Before starting the Reading Review program, based on the observations of researchers, the manager who was assisted by the Community Reading Center cleaning services section tidied the room and the ranks of books in the center. So that citizens learn more comfortably in implementing the program. Following observations based on interviews with Mr. YN, he explained that tidying up the rooms and books at the Community Reading Center was practically done every day so that the learning citizens and other visitors felt interested and comfortable when they were at the center. In addition to preparing a clean room condition, the condition of the books in the center must be neatly lined up and clean. Because of this program, all categories of books, both types, and themes, are released for learning citizens. So, there are no specific requirements for citizens to learn to choose the books they will read.

In the planning stage, the Chairperson of Community Reading Center management, together with other managers, planned the program carefully, such as holding discussions with the Srikandi Community Reading Center management team, the discussion included formulating the objectives of the

program, the program stage plan, and discussing the schedule of the program. In addition, the manager divides tasks with each other as well as establishing mentors for mentoring activities for learning citizens throughout the program. Furthermore, determining the standard of achievement, that must be achieved by learning citizens towards the Reading Review program. So one of the first things is to prepare the room and books to always be in a neat and clean condition. Mr. YN also explained, In the future, when the program is being socialized to the learning community, they will hold a meeting with the learning citizens to learn about the schedule that was discussed beforehand with the Community Reading Center management team. Because according to Pak YN, self-directed learning citizens are not the same as students in formal schools, most of the learning citizens studying at the Community Learning Center or (Pusat kegiatan Belajar Masyarakat: PKBM) already have a busy life outside of their study hours. So that the deliberation schedule with the citizens of learning is considered an important point. After the schedule was set together and the results were obtained that the implementation was every Monday - Wednesday where the day coincided with the schedule they studied at the Community Learning Center, and they took the initiative themselves so that the results we're able to be maximal then this activity was carried out when they were outside Community Reading Center, i.e., when at home, at work and or wherever they find free time. After setting the schedule, do not forget to also prepare a list of attendees for Srikandi Community Reading Center visitors and a list of book loans at the center because these two things are essential for the administrative archive in Srikandi Community Reading Center.

A systematic process of making decisions about actions to be taken in the future: according to Schaffer[16] explains that planning is related to the decision making process. The decision-making process begins with the formulation of objectives, policies, and targets in a broad manner, which then develops at the stage of achieving the goals. Policies in more detailed plans take the form of programs to be implemented.

Seeing from this first function, the head of Srikandi Community Reading Center, Mr. YN, has held discussions with other Community Reading Center managers to formulate goals, stages, even to the standard of success that must be achieved by learning citizens in participating in this program. The identification of the needs of the Community Reading Center managers is only through observation and seeing when the teaching and learning program takes place; the learning community has been seen as passive. Therefore all managers take the initiative to make this program.

3.2. Implementation of the Reading Review Program

At this stage, Mr. YN explained that the program began by socializing the program to the package B junior highschool equality education program students. He explained what the Reading Review program was, the objectives and benefits they would get after joining this program. At this stage, it was seen that the Package B students learned to be able to listen to the direction of the Community Reading Center managers well and in an orderly manner. As well as the manager explains the stages that the Package B students will learn to do in implementing this program. Then based on the results of interviews conducted with learning citizens, the 5 learning

citizens argued that the direction given by the manager was quite right and easily understood by the learning citizens. Furthermore, the learning citizens to make a selection of books in Community Reading Center; here, they are free to choose what types and themes of books are in Community Reading Center.

The manager starts this program by socializing this reading review program to learning citizens. The program's socialization contains a description of the reading review program in more detail of the learning citizens, the objectives, and benefits they will get after joining this program. As well as the manager explains the stages that the learning citizens will learn to do in implementing this program. Furthermore, learning citizens to make a selection of books in Community Reading Center; here, they are free to choose what types and themes of books are in Community Reading Center. After the book selection process, the results were obtained that in the meeting, all the learning citizens to take learning modules that they enjoyed. However, after one week, the two learning citizens to replace their reading books with fiction books, with the reason that it is difficult to understand the contents of the book and want to try other types of books. After the learning citizens what books they would read and review, they returned to their seats to start reading the book for about 15 minutes, and then after they finished reading the book with the estimated time given, they began to do a review by doing a resume of the previous reading. So, learning citizens to write back to the books they have prepared about what they understand after reading the book in 15 minutes. The resume process is done in 15 minutes. So the estimated time in one program is 30 minutes. During the program, the manager always accompanies the learning citizens to learn, to help them overcome their difficulties in understanding the vocabulary in books or the difficulty of citizens learning in doing resume reading books. Assistance is carried out both directly and through a private network in the application to exchange messages on a smartphone.

After the learning citizens to finish the book they read and have reviewed the book in writing, or counted 1 month after the program begins, the learning community is given the freedom to review their readings in front of the class by retelling what is they have read, written (resume), and they understand. The benchmarks of success of this program are as described by the manager, namely by seeing how well the learning citizens' understanding of their reading has been done, as well as whether they are starting to dare to use their language in reviewing books they have read. If they have been able to explain the contents of the book into writing correctly and use their language, then it can be said this program has been successful for them. Because for the manager to read through one book ultimately is not enough to be an indicator of the success of this program, but how citizens learn to understand and try to rewrite what they have read boldly using their language without using the standard language in the book can accurately show that they understood and were motivated by this program, then added to how when they retell the contents of the book in front of the class. Because if they really understand and run this program well, the possibility of being

nervous or not confident is minimal. However, how citizens learn to understand and try to rewrite what they have read bravely using their language without using the standard language in the book can accurately show that they understand and are motivated with this program, then coupled with how when they tell return the contents of the book in front of the class. Because if they really understand and run this program well, the possibility of being nervous or not confident is very slight. However, how citizens learn to understand and try to rewrite what they have read bravely using their language without using the standard language in the book can accurately show that they understand and are motivated with this program, then coupled with how when they tell return the contents of the book in front of the class. Because if they really understand and run this program well, the possibility of being nervous or not confident is very small.

3.3. Reading Review Program Results

The observations made by researchers and in line with the results of interviews conducted with Community Reading Center managers showed that the learning citizens’ interest in reading from seemed to increase, so they preferred to read from before, and in doing their assignments, their writing was quite neat and pleasant. This was reinforced by the results of interviews with learning citizens. SN, TR, Z, and D revealed that after using this program, their reading frequency increased, and they became fond of reading and writing activities. Even learning citizens Z are motivated to make their autobiography, SN learners become motivated to learn to write beautifully, and learning citizen D are motivated to read popular book lists that are recommended by many people. However, in contrast to the 4 learning citizens before, RH revealed that this program had not been effective in increasing interest in reading, it was due to RH’s inaccuracy in choosing reading books. The book was considered difficult for him to understand, and the rush that RH had outside of study hours at school made it difficult for him to divide his time by reading books and reviewing books.

The following researchers try to describe the differences in the estimated time of citizens learning to read before using the Reading Review program and after using the Reading Review program.

Table 1. Estimated Reading Time for Citizens to Learn Before and After Implementing a Reading Review Program

No	Name	Before	After
1	TR	5 minutes	15 minutes
2	SN	5 minutes	1 hour (according to reading books)
3	Z	Uncertain	1 hour
4	D	Uncertain	30 minutes (how is the mood)
5	RH	Uncertain	15 minutes

From the table above, it is also able to obtain the results that the interest in reading learning citizens increased, which resulted in an estimate of their time in reading also increased.

In addition to assessing this success through the achievement of the review results of learning citizens, however, the response of learning citizens to the program is an essential benchmark for Community Reading Center managers. Based on the results of interviews and observations of managers and the learning citizens. It was found that the learning citizens feel confused at the beginning of this program because they had never implemented this program before, especially they had never reviewed a book. However, thanks to excellent mentoring and over time, the learning citizens are able to understand the purpose of this program and review books well. And the learning citizens get used to reading and writing activities. In addition, from the results of interviews with learning citizens, they found that they liked the program because with this program, they started to like writing activities, and this program aroused their interest in reading. The selection of the right book supports interest in the book. From observations and interviews with Community Reading Center managers and the 5 learning citizens, it can be concluded that in the process, the manager has provided excellent assistance and guidance for learning citizens. As well as seeing the response of citizens learning about this program, they began to get used to like reading activities and get used to wanting to write able to make them follow the program well. From the Reading Review program process, it is seen that citizens learn to begin to emerge a willingness to change themselves and continue this program until the end well.

After the Reading Review program was conducted, the results regarding the reading interest of package B students were shown to be quite significant before the implementation of the Reading Review program. Judging from the results of research, the learning citizens to begin to show more interest in reading and have found pleasure in reading. This is similar to what Guthrie said[8] Anyone with interest in something would be inclined to do something to seek information about it and, in turn, would improve his understanding.

Furthermore, the learning community has been able to allocate time especially to read more than the previous time, as stated by Suyadi [17] revealed reading fondness is a habit without coercion to provide a special time to read various information, both books, journals, magazines, newspapers, etc., giving rise to policies for him.

As well as to maximize reading activities, the learning community has fulfilled the factors that can increase reading interest as described by Rahmawan (2013), namely (a) allocating special time to read, (b) buying books every week, (c) utilizing waiting time, (d) Having a list of popular books or recommendations, (e) reading at rest or before going to bed, (f) making a reading target [18]. So learning citizens to maximize their efforts by reading in their spare time, have the intention to buy books every month regularly, and have a target to read popular books, both fiction or nonfiction books,

in order to increase their knowledge and enjoyment in reading. Even with this program, citizens learn to be invited to give targets to the books they read, so that citizens learn to look severe and get excited to read.

The most important thing is that the learning community has felt that reading is one of the basic needs of every human being, and they are able to feel the benefits of reading and writing. Therefore, these two things can be categorized as indicators of interest in reading.

4. CONCLUSION

The Reading Review program was chosen by TBM Srikandi manager because it is considered to be able to help increase the reading interest of learning citizens in particular, after it is felt that the learning activities of teaching every day in the class, the citizens of learning are perceived as increasingly passive and lack of knowledge in the mastery of materials. The Reading Review program is well implemented and systematic. The planning phase is carried out carefully, starting from the discussion process with the management team of Taman Bacaan Masyarakat (Community Reading Center) Srikandi to formulate the objectives, plan the stages of the program discussing the schedule, and the division of tasks. Furthermore, at the implementation stage is carried out with the following steps: 1) invite the package B students to read one of the selected books, 2) write down what has been read, 3) explain or retell the contents of the book. The results of the reading interest of package B students are shown to be quite significant with the implementation of the Reading Review program. From the results of this study, people began to show more interest in reading and have found pleasure in reading, understanding books that are read increasing, and can take the time to read. The Reading Review program succeeds in getting people interested in reading and writing activities, thus increasingly motivated to further increase interest in reading.

Increasing the interest in reading citizens' learning takes maximum effort, because changing one's habits does not only require a month or two, but it takes quite a long time. It is hoped that this program can last longer. Moreover, in carrying out this program, it is expected to be able to get full support from several parties. Whether it is the community reading centre, community learning centre, and the families of the students. The Reading Review program has been well implemented for learning citizens, so it is hoped that managers will be able to apply this program for learning citizens in other equality education program packages. And if coupled with the role of tutors who take part maximally in this program, then this program can certainly help increase the reading interest of learning citizens.

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