

Management of Cakruk Pintar Community Library in Sleman District Yogyakarta

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Abstract. Management of Cakruk Pintar community library by using the management of the School Education program management. The purpose of this study was to determine: (1) program planning (2) program organization (3) program implementation (4) program supervision and (5) assessment of the Cakruk Pintar Community library program in Sleman Yogyakarta. This type of research is a qualitative descriptive study. The results showed 5 findings. First, the smart cakruk community library identifies the needs of the community in initiating program planning. Second, organizing the smart cakruk community library program is managed by professionals. Third, the implementation of the smart cakruk community library program went well. Fourth, the supervision of the community library program is in accordance with predetermined standards. Fifth, the assessment of the community library program is quite good with increasing enthusiasm of the community in participating in it.

Key words: management program, community library

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INTRODUCTION

Non formal education programs are defined as activities that are planned in a planned manner and have goals, objectives, content and types of activities, implementation of activities, activity processes, time, facilities, tools, costs and other supporting resources (Sutarto, 2017; Melinda, 2019). Non formal Education education programs are defined as activities that are planned in a planned manner and have goals, objectives, content and types of activities, implementation of activities, activity processes, time, facilities, tools, costs and other supporting resources (Dawn, 2013). The management of an non formal education program is a way to achieve the goals of an non formal education program that have been set effectively and efficiently (Basri et al., 2018). Program management is carried out according to the target and can provide benefits for learning citizens. Program management is carried out according to the target and can provide benefits for learning citizens. (Sudjana, 2014) explained that educational management outside of school is an activity with or through other people, whether other people shortly to explain the management of school education is the joint activities or through others, whether the other person is an individual, or a group to achieve the purpose of your organization or institution outside of school education programs. Thus it is necessary to have a series of activities that must be carried out as an effort to manage the extramural education program, so that the objectives of the non formal education program can

be achieved. (Hayati, 2020) Management of school education consists of functions that are sequential and the cycle of planning, organizing, scaling, coaching (monitoring, supervision and monitoring), assessment and development (Hayati & Suryono, 2015).

Nonformal education programs is the community library (community library) program. community library has been established in almost every region in Indonesia (Setyaningsih, 2021). This proves that the Indonesian people want to help the government to create a smart society, both academically and smartly in behavior. According to (Mostert & Vermeulen, 2014), the purpose of establishing community library (1) is to provide opportunities for people to read reading material so that it helps improve people's lives, (2) Provides a source of information that is fast, accurate and inexpensive for the community, (3) Helping the community to develop its potential so that it is useful for the surrounding community (this potential can be developed through reading material), and (4) Acting as a cultural agent , meaning that the public library is the main center of cultural life for the community. TBM has a role in provide service to public. Of course, this is necessary supported by all walks of life is around TBM. In addition, TBM is expected to improve the quality education in a better direction through providing learning facilities independent. "Public agencies will also promote nutritious food for thought (despite its relative unpopularity) for citizens and thereby nurture the public good (Staff of The Worthington Library, 2010) .TBM must have a col-

lection library and distribute on community as needed its people (Bakhtiyar & Fahriyah, 2020).

According to (Arifin, F., & Marlina, 2017) Taman Bacaan Masyarakat is an institution or service unit of various reading material needs that are needed and useful for each person or group of people in the village or the TBM region to increase reading interest and create a reading culture. Society tends to use information technology not to improve reading skills, interest in reading but for recreational things, entertainment that is less healthy or even for interests that disturb the stability of society (Oxenham, 2017). According to UNESCO in 2012, Indonesia's reading interest index had only reached 0.001. That is, in every 1,000 Indonesians, there is only one person who has an interest in reading (Courtay, 2012). Community library is a place that was deliberately created and managed by communities, individuals, institutions and governments to foster interest in reading community in the park the reading and the reading garden society is included in the category public Library (Martini, 2018).

The Community library a non-government development organization, was established with the mission of delivering development information to activities and organizations committed to the promotion of sustainable development, gender equity, social justice, human rights and community education (Islam, 2009). The community library gradually developed into a service organization addressing a wide range of development issues through its Central Library, Documentation and Information Centre (CELDIC) in Dhaka, and 26 Rural Information Resource Centres (RIRCs) (including one Divisional Centre in Bogra and one in Khulna), research and publication, internships and some other programmes (Rahman, S.T. and Baroi, 1999).

Community library that carry out the aforementioned objectives are community library Cakruk Pintar. community library Cakruk Pintar is located in Nologaten Gg. Selada 106 A, rt 04 rw 01 Caturtunggal Depok, Sleman Yogyakarta. community library was founded by Mr. Mukhsin Kalida with his wife Rumi Astuti. This smart cakruk community library has had many achievements, starting from the local scale to the national scale. In 2008, this community library was awarded the Creative community library version of the Library Science Department (UIN) Sunan Kalijaga Yogyakarta. In the same year, won the trust to send a team of choirs to the 100 PNF Jamboree in Semarang. In 2009 he received a visit from 33 provinces participating in the 1000 PTK-PNF jamboree. In 2010 received an award for the category of creative and recreational community library from the Minister of National Education. In 2012 he won 2nd place in the DIY PTK_PNF Jambo-

ree. In 2016, the 1st winner in the Sleman Regency community library competition, and received an award from the Regent of Sleman.

Based on the results of an interview with Mr. Mukhsin Khalida who said that in order to improve the reading culture in Indonesia, the Government of the Ministry of Education and Culture (Kemendikbud) is trying to encourage the emergence of community library in Indonesia. These efforts have succeeded in creating approximately 6000 community libraries that have been established in Indonesia, both locally and nationally. Meanwhile, the Special Region of Yogyakarta alone amounts to 254 community library. But ironically, of the many community libraries, many community library are no longer operating. There are many obstacles experienced by community library managers, especially in terms of funding. If the managers only depend on funding from the government, when the funds are no longer there, the community library they manage will also go out of business.

Based on the above problems, the researchers are interested in researching the Management of the Cakruk community library. The author's motivation for conducting this research was to determine the management of Cakruk Pintar community libraries that have succeeded in becoming outstanding community libraries. This is important to do, as a reference for other community libraries. The formulation of the problems in this study are: (1) How is the planning of the Cakruk Pintar community library program? (2) How is the Cakruk Pintar community library program organized? (3) How is the Cakruk Pintar community library program implemented? (4) How is the supervision of the Cakruk Pintar community library program and (5) How is the assessment of the Cakruk Pintar community library program in Sleman Yogyakarta Regency.

METHODS

This study uses a qualitative approach with descriptive methods because this research is intended to explain the events that occur in the present. This study aims to obtain an empirical picture of the management of Cakruk Pintar community library in Sleman, Yogyakarta. According to (Saepudin, 2017) descriptive research is research that seeks to describe the specific details of situations, settings or social relations that take place within the scope of the research subject. In a qualitative descriptive approach, the information or data collected is formed from words, pictures, not numbers. If there are numbers, they are only as a support. This research was conducted at community library Cakruk Pintar, which in this study did not determine how long the study took.

The subjects selected in this study were about community library, community library managers, and visitors to community library Cakruk Pintar. There are several methods used in data collection. First, observation through direct observation related to community library program management. Second, interviews were conducted with the chairman, managers, and visitors of the Cakruk Pintar community library. The steps taken in this study were the researchers began to look for the required data through observation using observation guidelines as a research tool. Furthermore, the researcher conducted interviews with the chairman, manager, and visitors, then the data was processed into a transcript of the interview. The interview transcript was included in the form of a quote in the sentence to confirm the authenticity of the research. The next stage, the data that the researcher obtained from the results of the observations were checked on the research subject and linked to the literature used.

RESULTS AND DISCUSSION

Planning Program

(Downes, 2000) which states that planning is absolute must exist in an organization including long term planning and intermediate as well short term planning. Long and medium term plans are designed to meet broader organizational goals. The short term plan outlines more detailed how long term plans will be achieved (Isna Firdha Rahamawati, Cicilia Dyah Sulistyanningrum, 2019).

Programs held at community library Cakruk Pintar are literacy activities (writing, storytelling), skills activities, fish farming activities, creative games (traditional games), and outbound activities. In addition, community library Cakruk Pintar is also a visiting center for literacy activists in Indonesia. The questions posed to the chairman and manager are the same, as many as 28 questions. While the questions asked to participants or visitors to community library were 22 questions. The Constitutional Court further explained the program of activities in community library Cakruk Pintar, he revealed.

There are three main activities of community library Cakruk Pintar, namely community economic empowerment by constructing 9 fish ponds, making snack market snacks, empowering human resources, empowering the environment. Turning TPA into water tourism and fishing grounds. These three main activities are called tridaya. We also have tourism activities, including fishing together with the community and doing outbound activities. 2 months ago we just did an outbound ". In creating an activity program, the joint chairperson of the management pays attention to the needs of the community around

the community library. This was expressed by RH as one of the managers in community library Cakruk Pintar, he said, "We carry out these activities after we read their needs. In fact, we involve the community to buy books, even though it is only a representative, we still invite them (Soedijarto, 2006) . Knowing the needs of the community is the main requirement in non-formal education. The real concept of non-formal education itself is "From the community, by the community, and for the community" (Sulfemi, 2019) (Islam, 2009) (Rashid, 2000). According to research results (Islam, 2009) community reading library have had a positive impact on people through workshops, seminars and study circles. The collection and dissemination of development resource materials on other countries encourages users in understanding and participating in development activities. Apart from this, information services like the news clippings, compilations and current awareness services also influence policy development. In particular, development workers are improving their quality of work by using the information services. Community people are being informed through TBM borne diseases and disability issues and now they are determined to stand against all unjust situations programmes about many social and environmental problems like climate change, women's education, early marriage. The facts in the field relating to non-formal education programs need to be explored further through research to determine which programs are currently running or implemented well and are on target.

Accordingly, it is necessary to complete an analysis of needs to be studied more deeply to obtain data and information. Furthermore, it is also to determine whether non-formal education programs are right on target and identify their usefulness or role to the community. Non-formal education activities focus more on training to develop the community's skills (Fakhrudin & Shofwan, 2019). Community participation in participating in activities at community library Cakruk Pintar can be said to be quite high, this can be seen from the presence of visitors everyday.

From the results of the interview, it can be concluded that Cakruk Pintar community library activities are carried out based on community needs. By first identifying the needs of the community. After knowing the needs of the community, the joint chairman of the management will find it easier to formulate activities to be carried out. By carrying out program activities based on community needs, community participation in participating in these activities is quite high. The objective of the activity program is to be the main yardstick in determining the success of a program. The co-chair of the manager first formulates the program objectives to be achieved. The for-

mulation of goals in community library Cakruk Pintar is also carried out in conjunction with the grouping of needs that have been done.

Organizing The Program

According to (Rahayu & Fakhruddin, 2019) in the International Journal of Advances in Social Science, Education and Humanities Research (ASSEHR), that: With the existence of the leadership that is able to influence and mobilize all of education resources (human and non-human resources) is predicated can spur and simultaneously trigger the attainment of quality of education learning equality. In other other words, the availability of educational resources may not be able to be utilized optimally without any leader who is able motivate, here it is the importance of educational leadership in achieving the quality of education (Rahayu & Fakhruddin, 2019).

The organization of the Cakruk Pintar community library program has a diverse structure with different educational backgrounds. The establishment of an organizational structure in community library Cakruk Pintar with the aim that each section focuses on their respective fields. Each section is assigned to carry out what has become part of it. However, technically, the implementation of activities is carried out jointly by the managers and assisted by the community. There is a description of the duties of each structure in community library Cakruk Pintar, from this data it shows that the organization of the community library Program has been carried out well. This condition shows the managerial ability of the head of community library. The management of Cakruk Pintar community library is more dominated by the kinship system / family ties.

Implementation Program

Within the framework of implementing management in a program education in improving the quality of education and the quality of human resources, the education system must always orientate itself to respond to the needs and challenges that arise in society as a logical consequence of change (Sumadi & Ma'ruf, 2020). Development that has been going so fast in the last few decades has led Indonesia to the ranks of the countries called NICS (New Industries Countries) or new industrial countries. Although Indonesia has made such progress, development is certainly far from complete. On the contrary, Indonesia must increasingly increase its development momentum (Sumadi & Ma'ruf, 2020) Community development, in essence, is building a community through sustainable physical and non-physical fields. Sustainability, arguably, is one of the strongest principles of modern life. From an environmental point of view, society is increasing-

ly adding value to sustainable technology, processes and products (Vivoda & Kemp, 2019). This relates to the physical field regarding the construction of facilities and infrastructure, such as highways, and so on. Whereas, it is related to the non-physical fields in the form of education, health, and economy for a better life. In carrying out community development, it is necessary to prioritise efforts, namely in the fields of education and the economy in improving people's welfare (Fakhruddin & Shofwan, 2019). The description of the implementation of the Cakruk Pintar community library program in this study includes participant characteristics, manager characteristics, funding, infrastructure, learning atmosphere, schedule, participant activities, and manager activities (Isti Indriyani, Tri Joko Raharjo, 2017). The last education level of regular visitors to community library Cakruk Pintar is generally low. The socio-economic level of the community in general is middle to lower socio-economy. Regular visitors of Cakruk Pintar community library are dominated by children and adolescents. Meanwhile, the gender of visitors who come is dominated by women. Most of the managers of Cakruk Pintar community library are high school graduates, and a small proportion are undergraduate and master degrees. The managers of community library Cakruk Pintar are recruited based on the manager's own wishes. However, in this case, the manager is only present when program activities are taking place. Community library Cakruk Pintar does not have a daily picket schedule, so this manager is only incidental to a sense of volunteerism.

The source of funds for the community library Cakruk Pintar program comes from two sources, namely funds from the government and independent funds from community library Cakruk Pintar itself. However, the funds obtained from the government are not continuous. Most of the funds used by community library Cakruk Pintar are independent funds originating from the sale of books published by Cakruk Publishing. This was expressed by the Constitutional Court as the manager of community library Cakruk Pintar, "Funds for activities we take are based on the sales of books made by the smart cakruk writing team ". community library Cakruk Pintar has adequate infrastructure in the process of activities. There are approximately 4000 books available at community library Cakruk Pintar. This is fluctuating, because usually old books that have been read will be " rolled " at the community library pioneering Cakruk Pintar. The books available at community library Cakruk Pintar always change every year. This is in accordance with what was said by RH as the manager of community library Cakruk Pintar, he said . Approximately 4000 books. But it fluctuates, but we

usually roll the book to our community library. I don't want too many books here, so we will roll the old books that have been read to other community library.

Community library Cakruk Pintar designs learning places as attractive as possible. The manager together with the manager builds Cakruk as the center of activities. All activities are centered on the cakruk which is built on the banks of the Gajah Wong river. Previously, reading books in community library were centered in Cakruk because for various reasons they were moved to the terrace of the house of the community library manager and founder, which is located opposite Cakruk. However, other learning activities such as skills and other empowerment are still centered on Cakruk. The learning atmosphere in the community library Cakruk Pintar environment is felt comfortable by visitors, this was expressed by PNY, "The place is comfortable, mba, because the cakruk is also spacious. Want to make any activity enjoyable (page 323) ". The confession of a visitor and participant of community library Cakruk Pintar can illustrate a conducive learning atmosphere in the learning process. The schedule of activities carried out in the Cakruk Pintar community library program is discussed first to the participants who take part in the activity.

Activities of participants who took part in community library activities at community library Cakruk Pintar went well. The participants who participated looked excited and enthusiastic. Participants also follow the process of implementing activities in accordance with what was instructed by the speaker or manager. So that the community can easily understand the material presented by the instructor. Management activities at community library Cakruk Pintar can be said to be good. This is due to good cooperation between fellow managers. So that the activities carried out can run well. Managers have a role to assist and facilitate the needs of participants who take part in the activity. The role played by the manager is to prepare all the needs that will be used when the learning takes place, arrive before the activity schedule starts, provide an attendance list, and assist participants in following activities. Similar activities were also carried out by other community library, community library Mata Aksara. According to (Hayati, 2020) Activities of motorbike literacy eye community library, reading material literacy, book practice, and other reading materials. The purpose of this activity is the same as that of the smart cakruk, namely to increase the interest in reading people in the special area of Yogyakarta.

Program Monitoring

Community supervision is defined as an amalgamation of locally sourced treatment programs (e.g., psychoeducation, sober living communities, counseling) for persons charged with crimes that are meant to discourage recidivism through active institutional surveillance and are seen as an alternative to incarceration (Stone et al., 2018). By doing an evaluation it will be known what needs are needed in a program (Stufflebeam, 2000). In addition, evaluation can be used as a basis for making decisions for the sustainability of a program (Bledsoe, Katrina L & Graham, 2005; Chavis, 2004; Owston, 2007).

The supervision of the community library program is carried out by the Head of the Yogyakarta City Library and Archives Office and BP PAUD and Dikmas. Supervision is carried out on community library activities, completeness of community library facilities and infrastructure, and activity managers at community library Cakruk Pintar. This aims to improve the service quality of the community library program itself.

Evaluation Program

Evaluation of participants in an activity is used to determine the level of achievement of competencies that have been determined as the objectives of long-term and short-term program implementation (Janana & Suryono, 2017). Program evaluation is the "application of systematic methods to address questions about program operations and results (Newcomer, K. E., Hatry, H. P., & Wholey, 2020) (Franklin & Blankenberger, 2016). The program evaluations undertaken by the centers seemed to be based on a solid foundation with many of the best practices of program evaluation found in the literature, including alignment with mission/goals, stakeholder engagement, appropriate data use, and adequate resources (Newcomer, K. E., Hatry, H. P., & Wholey, 2020). The evaluation of the learning program is carried out by the program manager to determine the abilities that have been obtained by the learning community, and the implementation of the services that have been provided, the evaluation / assessment of the program is carried out on the entire implementation of the program that has been planned (Hanizar, Dewi Siti, Masluyah, 2014). Evaluation is a process carried out by someone to see the extent of the success of a program, the success of the program itself can be seen from the impact or results achieved by the program. Therefore, in success there are two concepts contained therein, namely effectiveness and efficiency. There are various evaluation models that have been used by evaluators to understand evaluation. An evaluation model has been developed by several experts to carry out program appraisal (Alexsandra, Ganefri,

2019). Program evaluation is carried out by the head of the community library as a form of managerial ability (Kurniawan, 2013). In addition, researchers also conducted program evaluations using the CIPPO model (Mahmudi, 2011), which showed that the Cakruk Pintar community library program was running well. This is evidenced by the fact that various

elements of program management have been implemented in accordance with the community library program assessment standards contained in the Technical Guidelines (technical guidelines). The following is an evaluation of the Cakruk Pintar community library program that researchers did:

Table 1. Evaluation of the Cakruk Pintar Community Library Program

Component	Conditions in the Field	Standar	Assesment
Contexts			
Has a program conformity with community needs	Carry out program activities according to visitor needs	Right on target according to visitor needs	Corresponding
Formulate community library program objectives	Not yet, formulating goals with fellow community library managers	Formulate program objectives by involving the community	Not yet
Input			
Characteristics of the participants	School age children and the general public	Involving the whole community	Corresponding
Manager characteristics	High school graduate and has a protective spirit	All managers have a nurturing and friendly spirit	Corresponding
Funding	Independent funds and government	Able to manage funding well	Corresponding
Infrastructure	Has a variety of reading material, has administrative completeness. Few skill tools	Various reading materials, available supporting tools for activities, adequate skills tools, administrative tools are available	Good
Learning atmosphere	Comfortable	Creating a comfortable atmosphere	Corresponding
Proses			
Schedule	Schedule visitors read every day, there is no daily picket officer for managers to discuss with participants before carrying out activities	Adjust the schedule with the participants	Good
Participant activities	Some of the participants actively participated in the activities and made use of the infrastructure	Participants actively participate in activities, are able to participate in activities, and make good use of the facilities and infrastructure	Good
Manager activity	Facilitating visitor needs	Provide materials and equipment for activities, describe activities, present material clearly, provide opportunities to ask questions to visitors / participants, fill in administrative documents	Corresponding
Product			
Achievement of program objectives	A small proportion of people like to read books	Fostering people's interest in reading and empowering the community independently	Enough
	There are 0-10 people on weekdays, when there are activities there can be up to 50 people	There are 20 community library visitors every day	Good

Needs met	Already has a diverse collection of reading materials	Has a variety of reading material	Corresponding
Ability that is owned	Less able to practice skills that come from reading material	Able to practice skills that come from reading material and be able to participate in reading interest activities	Enough
The achievements achieved by community library Outcome	Already have local and national achievements	Have local and national achievements	Good
rogram impact,	A small proportion of participants / visitors have their own reading material	community library participants / visitors have their own reading material	Enough
	Has been able to invite other people to read and participate in activities	Able to motivate other people to read	Good
	Some people are able to market the products of their skills	Able to market their skill products to the general public	Enough
Program benefits	Some people are able to increase their interest in reading and become economically independent	Participants are able to increase reading interest and economically independent the community	Good

CONCLUSION

Program planning community library Smart Cakruk is divided into three groups of normal at call with Tridaya, that there are (1) economic empowerment, (2) human resource development, (3) empowering environment. In terms of developing reading interest, community library Cakruk Pintar has activities, namely (1) literacy activities consisting of reading and writing, (2) becoming a visiting center for various community libraris in Indonesia, (3) Outbound activities with community library participants organizing community library Cakruk Smart runs well, the organizational structure is carried out by kinship / family ties. In the organizational structure, each has a role and duty, but technically in the field it is carried out jointly . The implementation of activities at community library Cakruk Pintar which is seen from the characteristics of the peseta, the characteristics of the manager, funding, infrastructure, learning atmosphere, participant activities, manager activities can be said to be good. Supervision of the Cakruk Pintar community library Program is carried out by the Head of the Yogyakarta City Archives and Library Office, and BP PAUDNI . Based on the results of the research, the supervision carried out by the two government institutions was in accordance with the predetermined standard criteria. The evaluation of the Cakruk Pintar community library program is quite good, this can be seen from the enthusiasm of visitors coming to community library every day.

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