



Evaluation of the Community Literacy Program

Dea Setiajaya¹, Hartini Efriliana^{1*}, Ida Aonilah¹, Anggi Kurniawati Hasibuan¹

¹Universitas Siliwangi, Indonesia

*Correspondence to: tinihartini354@gmail.com.

Abstract: Literacy awareness strongly supports success in dealing with various problems. Through reading skills, a person not only gains knowledge but can document a piece of his experience as a reference in the future. This study aims to evaluate the BUCANTIK (Budayakeun Maca Sanajan Saeutik) program at the Community Reading Garden (TBM) program of Tanjung Gumulung Family Planning (KB) Village. This qualitative research method uses an online interview with the BUCANTIK program manager and Tanjung Gumulung KB Village community. The research subjects include program managers and community visitors to the BUCANTIK program in Tanjung Gumulung KB Village, totalling five informants. The results of the research were obtained using the CIPP evaluation model (context, input, process, product), namely context evaluation, regarding the BUCANTIK program manager and the low literacy interest of the Tanjung Gumulung KB Village community. Input evaluation regarding program resources in the availability of books at TBM BUCANTIK. Process evaluation regarding program implementation methods and strategies. Product evaluation regarding the program's benefits felt by the community and the expected results. Evaluating the BUCANTIK program can help program managers and the community increase community literacy interest.

Keywords: program evaluation; literacy; communities

Article info: Submitted December 2021 | Revised January 2022 | Accepted May 2022 | Publish Juni 2022

Recommended citation: Setiajaya, D., Efriliana, H., Aonilah, I., & Hasibuan, A. K. (2022). Evaluation of the Community Literacy Program at the Community Reading Park. *Journal of Nonformal Education and Community Empowerment*. 6(1), 1-9

INTRODUCTION

Reading has become one of the core foundational skills for academic and career achievement in improving the quality of life in modern information-driven societies. (Kim et al., 2020). Improving the quality of life is necessary for every human being; the quality of self can be changed with the willingness to change. However, many people still need to care or underestimate the problem. Improving self-quality is critical to provide changes affecting various aspects of life (Sirait et al., 2022), It aims to raise the awareness of each individual towards social, economic, cultural and political developments (Hanushek & Woessmann, 2012). So, it is expected that each individual can improve and improve the quality of self to support the success of development in a nation. The human resource factor determines the success of a nation's development.

One of the crucial aspects in improving the quality of human resources by increasing interest in reading (Achmad & Asmas, 2022; Sligo et al., 2019). Today's society still has minimal interest in reading because many other things are more exciting and fun than reading books. (Suryanti & Megawanti, 2022). The results of the PISA (Program for International Student Assessment) in 2018 showed that the reading ability (literacy) of Indonesian students, in addition to mathematics and science, Indonesia was ranked 74 out of 79 countries, with an average score of 371. The first rank was occupied by China, with an average score of 555, with an average world score of 487 (OECD, 2019).

Previous research suggests that a nation's quality is determined by its intelligence and knowledge, while intelligence and knowledge are produced by how much knowledge is obtained. In contrast, knowledge is obtained from information obtained from oral and written (Rahmawati et al., 2020; Warsihna, 2016). The more residents of a region who are eager to achieve knowledge, the higher the civilization will be. Similar research explains that the quality of human resources is the primary capital for a country to build a prosperous and just society and nation (Sitepu, 2012). Therefore, it is necessary to mobilize in the field of education. Education is

an investment in every person's future to prepare to become a quality human being who can face various challenges and compete globally.

Many facts show that almost all developed countries have a high literacy culture ([UNESCO Institute of Statistics, 2017](#)). Not only in the formal education environment, but it has become a tradition or culture in its society ([Zua, 2021](#)). Therefore, creating superior Indonesian human resources must be built on fostering a culture of community literacy. Reading interest is a strong level of pleasure due to the encouragement in a person doing everything related to reading activities to obtain information and cause pleasure and benefits for himself. Reading skills are essential skills that are important for everyone to have. Through reading activities, a person can increase his knowledge and insight, find out the surrounding conditions, the state of the global economy, and so on ([Sumaryanti, 2018](#)). Having an interest in reading has a positive and significant effect on students' language skills ([Sari, 2020](#); [Wiyanti, 2014](#)).

High reading interest automatically makes students love to read because it can train thinking skills, improve understanding, add insight and knowledge, hone writing skills, support speaking skills, and increase vocabulary. This indicates that a high interest in reading will increase one's ability to write or speak ([Mansyur, 2018](#); [Wardiah, 2017](#)). In order to increase one's interest in reading, getting used to reading Taman Baca Masyarakat (TBM) is one of the programs that can be carried out to be able to obtain information, enrich knowledge and take advantage of leisure time to read by providing various kinds of reading books for the community. Taman Baca Masyarakat is an institution or service unit for various reading material needs that are needed and valuable for each individual or group of people in the village or area where the community reading park is located to increase interest in reading and realize the community to have a reading culture ([Septiono et al., 2019](#); [Winoto, 2020](#)). Community Reading Gardens activities are expected to improve the ability, knowledge, and skills and broaden the horizons of those who are literate, as well as for those who drop out of school or graduate from school but do not continue as a provision to develop themselves, work or try independently in each of their activities in life in the community ([Ati, 2015](#); [Putri & Nurizzati, 2018](#)). The purpose of the activities is to realize that a learning society is one of the visible indicators when the community starts with the literacy movement.

The steps that need to be taken in the community to foster a culture of literacy are through a cultural approach ([Mursalim, M, 2017](#)). Some things related to the cultural approach are Introduction to culture (community traditions/customs); Introduction to community leaders (influential: tribal chiefs, village heads and religious leaders); Introduction to facilities in the community (public facilities); Introduction to nature and environmental conditions (nature, geography, environment and potential); Introduction to local wisdom (advice, rules). Literacy or reading activities are one of the main assets for the progress of a nation. Therefore interest in reading needs to be fostered in the community early ([Sa'diyah & Arbarini, 2021](#)). Taman Baca Masyarakat (TBM) is an ideal place as a vehicle for playing, learning and developing an interest in reading; the introduction of reading parks for children and adolescents suggests that presenting books to children is an effort to foster interest in reading in children, so that reading habits can grow and encourage improvement in the quality of life, creativity, independence, fighting power and competitiveness in the future ([Hidayanto et al., 2012](#)).

In line with the above, the Tanjung Gumulung KB Village community created the Budayakeun Maca Sanajan Saeutik (BUCANTIK) program. The program is part of the TBM, one of the community education programs. The program was created to provide a forum for the people of Tanjung Gumulung Family Planning (KB) Village to attract public interest in reading books. The BUCANTIK program was created and managed by the Tanjung Gumulung Family Planning Village community to encourage the realization of a lifelong learning society through increased literacy and become one of the strategies for improving the reading culture of the community. Every program needs to have an evaluation; with an evaluation, it can find out the shortcomings of the following program to make improvements by an evaluator. Here the role of program managers and reading park visitors play a crucial role in helping evaluators to evaluate the BUCANTIK Program.

Evaluation activities are closely related to measuring a program by looking at program objectives. Program evaluation is a systematic investigation of something valuable and valuable from an object. Program evaluation is oriented around the concerns of policymakers from funders characteristically, including causal questions about which programs have achieved the desired goals ([Muryadi, 2017](#)). The decisions taken are used as performance assessment indicators at each evaluation stage in three categories: low, moderate, and high. From this understanding, program evaluation is a process. Explicitly, the evaluation refers to the achievement of objectives.

In contrast, implicitly, the evaluation must compare what has been achieved from the program with what should be achieved based on predetermined standards. In the context of program implementation, the criteria in question are the criteria for successful implementation. What is assessed is the result or process itself in the

context of decision-making. Evaluation can be used to check the program's success level concerning the program environment, a judgment on whether the program is continued, postponed, improved, developed, accepted, or rejected (Linfield & Posavac, 2019).

Assessment activities in program evaluation are not only carried out at the end of program activities. However, they should be carried out from the beginning, namely from the preparation of program design, implementation and the program results. Various evaluation models can be used depending on the evaluation objectives set. However, it should also be noted that the overall success of a program evaluation is not only influenced by the appropriate use of an evaluation model but also by various factors. There are six categories of program evaluation models, one of which is the evaluation model of the program implementation process (Kete, 2017). The appropriate program evaluation model is Stufflebeam's (CIPP Model) and CIPP Model (context, input, process, product).

The evaluation of the BUCANTIK program refers to the CIPP evaluation model (context, input, process, product), where the evaluation is related to the decision-making tools concerning the planning, implementation and operation of the program so that the evaluation is carried out by looking at the context related to the strengths, weaknesses of the BUCANTIK program; input which is related to managing decisions, determining available resources, alternative decision-making, plans and strategies to achieve goals; a process which is related to the implementation of the BUCANTIK program by looking at the implementation strategy, effectiveness in using facilities and infrastructure, and others; a product which is related to the final results expected from the evaluation of the BUCANTIK program which is expected to help program managers and the community in making decisions.

METHODS

This research method uses qualitative research methods. Qualitative research emphasizes understanding several problems in the field based on reality and complex and detailed conditions. Qualitative research methods are naturalistic because the research is carried out in natural conditions (natural settings). Besides that, qualitative research emphasizes meaning rather than generalization (Sugiyono, 2019). The research subjects include program managers and community visitors to the BUCANTIK program in Tanjung Gumulung KB Village, totalling 5 with the initials AK, NM, R, AR, and ZS.

The use of qualitative research methods in this study is because it can describe the local environment and can reveal various aspects of the research topic problems in more detail, comprehensively and thoroughly. The focus of this research is the Lack of public interest in reading activities; Still, low awareness of the importance of reading activities can expand knowledge; The availability of reading materials in the library still needs to be improved. Data collection techniques in library research can be by documentation, which is looking for data about things or variables in the form of notes, books, papers or articles, journals and so on (Dewi, 2020).

The data collection technique used is the documentation technique. This technique is used in research as a data source because, in many cases, documents as a data source are used to test, interpret, and even predict. Researchers also use data collection techniques in the form of interviews or interviews with the subjects studied.

RESULT AND DISCUSSION

Overview of Research Locations

Ciamis is one of the regencies in West Java Province, located to the north of the border with Majalengka Regency and Kuningan Regency, west with Tasikmalaya Regency, east with Banjar City and Central Java Province, and south with the Indonesian Ocean. For the location of the study, it was carried out in the Village of KB Tanjung Gulumung, Sidamulya Village.

Sidamulya Village is one of the villages in the Cisaga District. Geographically it has an area of 668,325 Ha, while Sidamulya Village is in the west of the Cisaga District area with a surface height from seawater of 420 M. as for the boundaries of the Sidamulya Village area, it is the northern part of Bunter Village, and the distance to the capital of Ciamis Regency is 20 km. The distance from Sidamulya Village to Cisaga District is 11 km, and the distance to the capital of Ciamis Regency is 20 km. as for the boundaries of the Sidamulya Village area. It is the northern part of Bunter Village, Sukadana District, the southern part of Kepal Village, the West of Danasari Village and the East of Tanjungjaya Village.

The number of residents in Tanjung Gumulung KB Village is seen according to age group, as shown in figure 1. The 1 m figure shows the population and age of the community in Kampung KB Tanjung Gumulung with a

total of 226 families and the number of heads of families as many as 89 families sourced from Rumah Dataku Kampung KB Tanjung Gumulung.

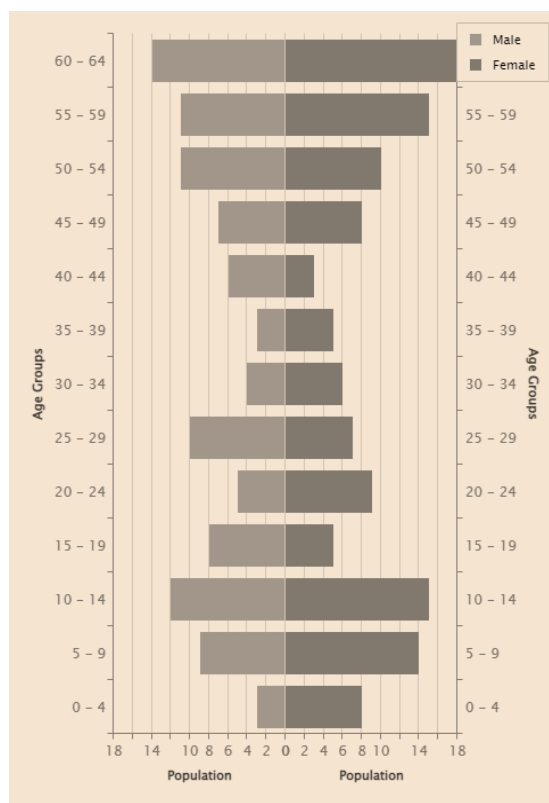


Figure 1. Statistics of Kampung KB Tanjung Gumulung

Tanjung Gumulung KB Village is one of the KB Villages in Ciamis Regency, which is under the UPTD DPPKBP3A institution of Ciamis Regency with the Cisaga district. There are two KB Villages in Cisaga District, including Tanjung Gumulung KB Village and Sugih Wahya KB Village. The establishment of Tanjung Gumulung KB Village began in 2019; the beginning of the KB village arrangement was carried out with the self-help community of Cinyenang Hamlet. The work program of Kampung KB Tanjung Gumulung has several programs, one of which is the BUCANTIK Program. As stated by Mrs Atik as a companion to KB village from UPTD DPPKBP3A in the Cisaga District:

Kampung KB's establishment originated from the community's participation, who were very enthusiastic when they wanted to establish Kampung KB in Cinyenang Hamlet, so we helped to accompany and facilitate the community and provide a forum for the community to develop their potential. (Interview, Mrs Atik)

The interview was conducted online through a google form containing researchers' questions about the BUCANTIK program manager and the BUCANTIK program visitor community in Kampung KB Tanjung Gumulung, Cinyenang Hamlet, Cisaga District, Ciamis. The online method was distributed to the managers and uploaders of the BUCANTIK program on Sunday, November 28, 2021. The data that was not revealed through online interviews were supplemented by data from documentation conducted within the range of time in November, and additional data was carried out during Professional Training Practice (PLP).

The results of the research can be in the form of the application of the BUCANTIK program evaluation in improving the literacy of the people of Kampung KB Tanjung Gumulung by using the CIPP evaluation method (context, input, process, product). Relating to the context of the BUCANTIK program, as stated by Mrs AK as the program manager:

The administrators of the BUCANTIK program are teenagers who are members of the PIK-R Kampung KB Tanjung Gumulung, as well as cadre mothers. The BUCANTIK program manager has carried out his tupoksi well. In addition, people can read books directly on the spot, and besides that, books can

be borrowed and taken home for approximately seven days and not be used as property rights.
(Interview, Mrs AK)

The provision of book lending to the people of Kampung KB is one way that people can spend time reading and improve their reading culture. Reading activities through books can increase readers' knowledge and train brain abilities. Related to inputs and programs, the availability of reading books in the BUCANTIK Reading Park cannot be separated from the role of people who help complete the reading materials, as stated by Mrs NM as the program manager:

The source of reading books in the BUCANTIK reading garden comes from PLP UNSIL students of the Department of Community Education. For other book donations, namely from the Ciamis Regency library, but not granted by Silang Layang. This means that some book titles will be lent for approximately six months. After six months, the book was taken back and later exchanged for the title. (Interview, Mrs NM)

Every time you get a new reading book, the BUCANTIK program manager provides activities in the form of socialization to the people of Kampung KB to introduce new types of reading books and invite the community; this is related to the process of pa da BUCANTIK program as conveyed by Mrs R as the head of BKL, said:

Yes, the existence of TBM BUCANTIK benefits children in online school activities. In addition, so that people are comfortable reading books, there is a place for a "Reading Corner". Invite people who need help understanding the importance of reading through friends or neighbours who have borrowed books from Bucantik. (Interview, Mrs R)

Next, after the process, is the product, the product is the final result that is expected after participating in the program. The holding of the BUCANTIK Program provides a place for the community to implement lifelong education. The BUCANTIK program is given to people of various ages, from children to old age can take advantage of it. In addition, the primary purpose of the BUCANTIK program is to improve the reading culture of the community in Kampung KB Tanjung Gumulung, as revealed by Mrs NM, said:

For now, the number of increasing interests in reading in the community is low, looking at the list of visitors to the reading park, but Alhamdulillah, visitors from TBM Bucantik are always there every day. In addition, the school has begun to carry out offline learning so that children can take advantage of reading facilities to spend time studying, reading books and completing schoolwork. (Interview, Mrs NM)

As time went on, TBM Bucantik was established not long ago, so paying attention to several facilities is necessary to provide comfort for the program visitors. The BUCANTIK program is one of the efforts to assist the Kb Village in the Cisaga District to increase the literacy of the people of Cinyenang Hamlet.

The participation of the people of Cinyenang Hamlet in attending the beginning of the BUCANTIK Program socialization activities was so enthusiastic, observed during the PLP with the presence of people of various ages so that it can be seen from the community participation and motivation for the program given to them, as conveyed by AR as the community and visitors to the reading park:

Due to curiosity, recently the bucantik program was held in the KB Village, so there was curiosity about the BUCANTIK program, coupled with various kinds of reading materials provided, so it was interesting to know. (Interview, AR)

The presentation of the BUCANTIK Program in order to introduce a more detailed program carried out by the BUCANTIK program manager is one of the ways for program managers to invite the community to visit the reading park in Kampung KB, as for the responses delivered by AR as the community and visitors to the reading park:

It is carried out during socialization activities, explaining related to the BUCANTIK program, activities provided to the community, and various benefits if we do and get used to reading. The manager prepares various books that the people of Cinyenang hamlet can use. (Interview, AR)

By holding socialization about the BUCANTIK Program by program managers, it is hoped that it can help the people of Kampung KB Tanjung Gumulung and visitors to the BUCANTIK Program to get to know more about the program, as stated by ZS program visitors and the community of Kampung KB Tanjung Gumulung regarding the BUCANTIK Program:

I need clarification because the BUCANTIK program still needs activities to introduce it to the community, so there is still a need for socialization activities such as inviting the community, reminding the community and giving a comfortable and pleasant impression. (Interview, ZS)

In addition to holding socialization, the program manager also invited the people of KB Tanjung Gumulung village to directly visit the BUCANTIK Reading Park, which is located not far from the bale sawala of KB Tanjung Gumulung Village, following what was conveyed by AR as a visitor to the program and the community of KB Tanjung Gumulung Village, "Feel happy, because the village of Cinyenang hamlet has a community reading park that can be used and used to read books".

The community is also happy with the existence of the reading park in Kampung KB Tanjung Gumulung because it can get used to reading books at least one time per day, as aman ayang prepared by ZS as a visitor to the program and the community of Kampung KB Tanjung Gumulung, "Although not so often books but are being accustomed to reading books with books that I think are interesting and need to be read. And get used to at least a day of reading a book".

The increasing number of visitors to the reading park, there are various responses given by visitors and the community of Kampung KB Tanjung Gumulung, as conveyed by AR as a visitor to the program and the community of Kampung KB Tanjung Gumulung:

It is pretty good and feels happy because kampung KB has reading facilities for the community. Hopefully, in the future BUCANTIK program can have more complete book materials so that people can find the reading materials they need. (Interview, AR)

Various inputs were also given by visitors to the program manager so that the BUCANTIK reading park program could provide a significant change for the community and Kampung KB Tanjung Gumulung, as conveyed by ZS as a visitor to the program and the community of Kampung KB Tanjung Gumulung:

Because the BUCANTIK program still needs to be considered a lot, such as the availability of reading book materials, the completeness of reading facilities, and the atmosphere of the room that can make reading comfortable. So that the BUCANTIK program can be better and move forward in the future. (Interview, ZS)

So, the conclusions can be drawn from the results of interviews and observations with the BUCANTIK program in Kampung KB Tanjung Gumulung. The local community is happy because, in their hamlet, they have a community reading park that can be used to familiarize with reading culture and enrich sciences. The research results were obtained through interviews, observations, and documentation. Then the researcher will discuss the evaluation of the BUCANTIK program in improving community literacy in Kampung KB Tanjung Gumulung using the CIPP evaluation model.

Context Evaluation

In the BUCANTIK program, the program administrators are teenagers who are members of PIK-R, so this is one of the strengths of program management. However, because the program managers are teenagers who are also still low in literacy interest, they can only manage the program with motivation given to the community of TBM BUCANTIK visitors. In line with this, Context evaluation is an effort to describe and detail the environment, unmet needs, population and sample served, and project objectives (Amiruddin et al., 2020; Sulistyawati, 2019). This model determines the program's strengths and weaknesses so that the evaluator can provide the direction for the necessary improvements. Similar research states that the program assessment process in CIPP evaluation is carried out to know the understanding and mastery of achievement indicators. (Saija et al., 2019). The evaluation results are expected to be implemented on an ongoing basis following the achievement of results. Information from the CIPP evaluation model can be the basis for program improvement, so the assessment results are often used as feedback.

Input Evaluation

In the input evaluation of the BUCANTIK program, namely regarding the source of books available at the TBM, until now, there have only been grant books from PLP students at Siliwangi University. However, it has yet to be able to fulfil the reading books at TBM BUCANTIK. There should be a permanent donor so that there will be additions and updates to the availability of books at the TBM in the future. In addition, the facilities and infrastructure in the TBM are still temporary, especially for the TBM room, which is still integrated with the DTA. In line with this, there is an opinion from previous research that Input Evaluation is a model that helps organize decisions, determine existing resources regarding alternatives to be taken, plans and strategies to achieve goals, and work procedures to achieve the program (Hayati & Suryono, 2015). This is also supported by previous research, which states that each program must achieve completeness with predetermined achievements (Saija et al., 2019). The achievement of program completeness must be evaluated periodically to improve the quality of results.

Process Evaluation

In the process evaluation of the BUCANTIK program, strategies and methods are used because it is not easy to attract the community's attention to participate and visit the TBM. Therefore, the manager uses a strategy of creating a learning group according to the school level. This strategy is quite effective for helping children who do online schooling. In addition, playing while learning is also taken as one of the methods to attract children who want to visit the TBM. This method is also made, so children do not feel bored and bored when reading books. The evaluation was conducted to assess the achievement of the program objectives (Saija et al., 2019). In addition, to achieve maximum program objectives, evaluation and monitoring are needed as a basis for program improvement. In this case, a theory from previous research states that process is an evaluation designed and applied in implementing activities, including identifying procedural problems in the management of events and activities (Muryadi, 2017). Evaluation is a process of assessing something based on predetermined objective standards, and then a decision is made on the object being evaluated.

Product Evaluation

In the product evaluation, the benefits of holding the BUCANTIK program are changes in the community, starting from an increase in public interest in reading and increasing community insight and knowledge. In the long term, the community will be able to create a business or even create jobs as an implementation of what they have learned from reading and can improve their quality. This is supported by the theory from previous research, which states that product evaluation is an evaluation of measuring the success of achieving goals. This evaluation is a record of the achievement of results and decisions for improvement and actualization (Muryadi, 2017). Evaluation not only reveals an understanding of the material but must also be able to reveal the extent to which it can be applied in everyday life (Saija et al., 2019).

CONCLUSION

The evaluation found that there still needs to be more public awareness of the importance of increasing interest in literacy to provide changes in the community. Increased community interest in reading can increase community knowledge, a change in attitude, and empowerment that can positively impact the community to continue to increase interest in reading with the program evaluation given to BUCANTIK. The existence of good program management can provide benefits for program managers and the community.

REFERENCES

- Achmad, I. A., & Asmas, M. A. (2022). Minat Baca Masyarakat saat Pandemi Covid-19 di Taman Baca Masyarakat MIZAN. *Journal of Nonformal Education and Community Empowerment*, 5(2), 145–151. <https://doi.org/10.15294/jnece.v5i2.51725>
- Amiruddin, I., Hasniati, H., & Yunus, M. (2020). Evaluasi Konteks Dalam Program Pemberdayaan Masyarakat Pt. Ceria Nugraha Indotama Di Kecamatan Wolo Kabupaten Kolaka. *Kolaborasi: Jurnal Administrasi Publik*, 6(3), 351–364. <https://doi.org/10.26618/kjap.v6i3.4299>
- Ati, S. (2015). Analisis literasi informasi pemakai taman bacaan masyarakat. *Jurnal Kajian Informasi & Perpustakaan*, 3(1), 89–100. <https://doi.org/10.24198/jkip.v3i1.9492>
- Dewi, W. A. F. (2020). Dampak Covid-19 terhadap implementasi pembelajaran daring di Sekolah Dasar.

- Edukatif: Jurnal Ilmu Pendidikan*, 2(1), 55–61. <https://doi.org/10.31004/edukatif.v2i1.89>
- Hanushek, E. A., & Woessmann, L. (2012). Do better schools lead to more growth? Cognitive skills, economic outcomes, and causation. *Journal of Economic Growth*, 17(4), 267–321. <https://doi.org/10.1007/s10887-012-9081-x>
- Hayati, N., & Suryono, Y. (2015). Evaluasi keberhasilan program taman bacaan masyarakat dalam meningkatkan minat baca masyarakat di Daerah Istimewa Yogyakarta. *JPPM (Jurnal Pendidikan Dan Pemberdayaan Masyarakat)*, 2(2), 175–191. <https://doi.org/10.21831/jppm.v2i2.6355>
- Hidayanto, J., Rahardjo, T. J., & Daman. (2012). Upaya Meningkatkan Minat Baca Masyarakat Melalui Taman Bacaan Masyarakat Area Publik Di Kecamatan Ungaran Timur Kabupaten Semarang. *Journal of Nonformal Education and Community Empowerment*, 1(2), 33–39. <https://journal.unnes.ac.id/sju/index.php/jnfc/article/view/2814>
- Kete, S. (2017). Implementasi Evaluasi Program Model Formatif Mata Pelajaran Bahasa Indonesia Pada SMP Negeri 4 Kendari Kota Kendari. *Al-TA'DIB: Jurnal Kajian Ilmu Kependidikan*, 10(1), 109–126. <https://doi.org/10.31332/atdb.v10i1.555>
- Kim, Y. S. G., Lee, H., & Zuilkowski, S. S. (2020). Impact of Literacy Interventions on Reading Skills in Low- and Middle-Income Countries: A Meta-Analysis. *Child Development*, 91(2), 638–660. <https://doi.org/10.1111/cdev.13204>
- Linfield, K. J., & Posavac, E. J. (2019). *Program Evaluation: Methods and Cases Studies*.
- Mansyur, U. (2018). Korelasi minat baca dengan kemampuan menulis karya tulis ilmiah mahasiswa pendidikan bahasa Indonesia UMI. *Multilingual: Jurnal Kebahasaan Dan Kesastraan*, 17(1), 11–22.
- Mursalim, M. (2017). Penumbuhan Budaya Literasi dengan Penerapan Ilmu Keterampilan Berbahasa (Membaca dan Menulis). *CaLLs (Journal of Culture, Arts, Literature, and Linguistics)*, 3(1), 31–38. <https://doi.org/10.30872/calls.v3i1.815>
- Muryadi, A. D. (2017). Model evaluasi program dalam penelitian evaluasi. *Jurnal Ilmiah Penjas (Penelitian, Pendidikan Dan Pengajaran)*, 3(1).
- OECD. (2019). Indonesia Education at a Glance. OECD: Country Note, 1–5. <https://www.oecd.org/education/education-at-a-glance/>
- Putri, R. F., & Nurizzati, N. (2018). Pemanfaatan Lentera Nagari sebagai Taman Baca Bagi Anak di Tapan Pesisir Selatan. *Ilmu Informasi Perpustakaan Dan Kearsipan*, 7(1), 82–90. <https://doi.org/10.24036/100920-0934>
- Rahmawati, A., Kurniawan, I., & Artisa, R. A. (2020). Membangun Desa Melalui Budaya Literasi (Village Development Through Literacy Culture). *SeTIA Mengabdikan Kepada Masyarakat*, 1(1), 17–25.
- Sa'diyah, N., & Arbarini, M. (2021). Pembelajaran Literasi Anak Terintegrasi Kecakapan Hidup di TBM Warung Pasinaon Bergas Lor Kabupaten Semarang. *Journal of Nonformal Education and Community Empowerment*, 5(2), 152–161. <https://doi.org/10.15294/jnece.v5i2.42061>
- Saija, M., Sahureka, M., Beay, L. K., & Namakule, U. (2019). Keefektifan Program Pembelajaran Kimia Dasar: Evaluasi Model CIPP Pada Jurusan MIPA STKIP Gotong Royong Masohi. *Jambura Journal of Educational Chemistry*, 1(2), 57–62. <https://doi.org/10.34312/jjec.v1i2.2534>
- Sari, P. A. P. (2020). Hubungan Literasi Baca Tulis Dan Minat Membaca Dengan Hasil Belajar Bahasa Indonesia. *Journal for Lesson and Learning Studies*, 3(1), 141–152. <https://doi.org/10.23887/jlls.v3i1.24324>
- Septiono, T., Zauhar, S., & Syaifuddin, S. (2019). Peran Aktif Taman Bacaan Masyarakat dalam Pembentukan Pengetahuan: Studi Kasus Perpustakaan Anak Bangsa Kabupaten Malang. *Jurnal Ilmu Informasi, Perpustakaan, Dan Kearsipan*, 21(2). <https://doi.org/10.7454/jipk.v21i2.147>
- Sirait, D., Lubis, S., & Sibarani, R. (2022). Analysis of the Role of the Indonesian Christian Student Movement (GMKI) Medan Branch in Improving Cadre Information Literacy through the Literacy Movement. *East Asian Journal of Multidisciplinary Research*, 1(8), 1603–1610. <https://doi.org/10.55927/eajmr.v1i8.1181>
- Sitepu, B. P. (2012). Pengembangan Taman Bacaan Masyarakat Sebagai Sumber Belajar. *Jurnal Ilmiah Visi*, 7(1), 42–56. <https://doi.org/10.21009/JIV.0701.4>

- Sligo, F., Tilley, E., Murray, N., & Comrie, M. (2019). Community of practice versus community of readers: the literacy tutors' dilemma. *Journal of Vocational Education & Training*, 71(1), 108–125. <https://doi.org/10.1080/13636820.2018.1464052>
- Sugiyono, P. D. (2019). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: PT Alfabet. In Sugiyono. Remaja Rosdakarya. <https://doi.org/10.1017/CBO9781107415324.004>
- Sulistiyawati, D. (2019). Evaluasi terhadap Hasil Proyek Tugas Akhir Jurusan Multimedia dengan Model CIPP. *Edudikara: Jurnal Pendidikan Dan Pembelajaran*, 4(2), 99–107. <https://doi.org/10.32585/edudikara.v4i2.150>
- Sumaryanti, L. (2018). Membudayakan literasi pada anak usia dini dengan metode mendongeng. *AL-ASASIYYA: Journal Of Basic Education*, 3(1), 117–125. <https://doi.org/10.24269/ajbe.v3i1.1332>
- Suryanti, R., & Megawanti, P. (2022). Systematic Literature Review Terhadap Rendahnya Minat Baca di Indonesia. *Jurnal Inovatif Ilmu Pendidikan*, 4(1), 33–51.
- UNESCO Institute of Statistics. (2017). Literacy Rates Continue to Rise from One Generation to the Next. *Unesco*, 1–13. http://www.unido.org/fileadmin/media/documents/pdf/EEU_Training_Package/Module4.pdf
- Wardiah, D. (2017). Peran storytelling dalam meningkatkan kemampuan menulis, minat membaca dan kecerdasan emosional siswa. *Wahana Didaktika: Jurnal Ilmu Kependidikan*, 15(2), 42–56. <https://doi.org/10.31851/wahanadidaktika.v15i2.1236>
- Warsihna, J. (2016). Meningkatkan literasi membaca dan menulis dengan teknologi informasi dan komunikasi (TIK). *Kwangsan: Jurnal Teknologi Pendidikan*, 4(2), 67–80. <https://doi.org/10.31800/jtp.kw.v4n2.p67--80>
- Winoto, Y. (2020). Strategi Pengembangan Koleksi Pada Perpustakaan Desa Dan Taman Bacaan Masyarakat Di Era Kenormalan Baru. *JUPI (Jurnal Ilmu Perpustakaan Dan Informasi)*, 5(2), 100–117. <https://doi.org/10.30829/jupi.v5i2.7509>
- Wiyanti, E. (2014). Peran minat membaca dan penguasaan kosakata terhadap keterampilan berbicara bahasa Indonesia. *Deiksis*, 6(2), 89–100. <https://doi.org/10.30998/deiksis.v6i02.519>
- Zua, B. (2021). Literacy: Gateway to a World of Exploits. *International Journal of Education and Literacy Studies*, 9(1), 96. <https://doi.org/10.7575/aiac.ijels.v.9n.1p.96>