



## The Sahabat Haramain Library as A Socially Inclusive Library in Enhancing Community Literacy

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**Abstract:** A social inclusion-based library plays a crucial role in national development by enhancing community literacy. This research aims to first, identify the programs of Perpustakaan Sahabat Haramain in improving community literacy, and second, determine the key factors in enhancing community literacy. The approach used in this study is qualitative, utilizing a case study research method. Data collection techniques include interviews, observations, and documentation. The data analysis technique employed in this study follows Miles and Huberman's model, which consists of three steps: data reduction, data presentation, and conclusion drawing. The results of the research indicate that, first, through various programs, Perpustakaan Sahabat Haramain provides continuous and sustainable literacy education and training, thus broadening the community's knowledge. Second, the success factors in improving community literacy can be achieved through the collaboration of various parties, including the environment, parents, government, and the community. Support from all these elements is key to creating a positive and supportive environment for the sustainability of activities aimed at improving community literacy.

**Keywords:** Libraries, Social Inclusion, Community Literacy.

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### Introduction

The Indonesian nation has aspirations outlined in the Preamble of the 1945 Constitution, one of which is to educate the nation's life. The government has undertaken various efforts to realize this aspiration. One of the government's efforts is through education. According to Yulianti (2021), education is a very important aspect of human life because it can enlighten the nation's life, shape a dignified nation, and produce superior generations. Similarly, Agustin et al. (2024) stated that education is a crucial element in every stage of individual development because it influences individual growth through learning experiences encompassing various aspects, both intellectual and

emotional. However, the inequality of education is one of the main problems in Indonesia. When comparing education in urban areas with that in rural areas, a significant disparity is evident, particularly in terms of educational quality, supporting facilities, and available human resources (Afifah et al., 2023).

Reading and writing skills, known as literacy, are the initial stages in the educational process to enlighten the nation's life. Literacy activities are one of the activities that, consciously or unconsciously, humans engage in throughout their lives (Andriyani et al., 2022). According to a survey conducted by UNESCO in 2016, Nopilda & Kristiawan reported that the reading culture in Indonesia is very low, with a score of 0.001.

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This means that out of every 1,000 people, only one person has an interest in reading (Setiadi, Fadly, & Sidiq, 2023).

The reading literacy scores of Indonesia according to the Programme for International Student Assessment (PISA) study from 2000-2022 are presented as follows:



**Figure 1.** Indonesia's Reading Literacy Score according to the Programme for International Student Assessment (PISA) Study from 2000 to 2022

Based on Figure 1, it is evident that the reading literacy score in Indonesia was only 359 points in 2022. This achievement is recorded as lower compared to 2018, which had a score of 371 points. Furthermore, if examined more closely, Indonesia's reading literacy score in 2022 is also lower than the achievement in 2000. According to Naurah (2023), this makes Indonesia's 2022 literacy score the lowest record since the country first participated in the Programme for International Student Assessment (PISA).

From this presentation, it is clear that the literacy level of the Indonesian population is very low, while literacy is a key component in the development of human resources. The term literacy comes from the word "literacy," which means the ability to read and write (Dewi & Rustiarini, 2021). According to Gee (in Dewi & Rustiarini, 2021), literacy is an individual skill that includes ways of thinking, communicating orally (speaking), and in writing (writing), as well as reading.

Literacy culture plays a crucial role in individual development, as literacy is not only about the ability to read but also the ability to understand the content read. According to the Ministry of Education and Culture (in Kharima et.al, 2024), the low level of public literacy is marked by several factors, such as low interest in reading compared to other activities, lack of time allocated for reading, limited funds to buy books, minimal book collections, and infrequent visits to libraries and bookstores.

One effort to revive the culture of literacy is through libraries. Social inclusion-based libraries are

one of the government's initiatives to promote equitable development in villages across Indonesia. According to Gutama & Widiyahseno, such libraries aim to provide access to information and knowledge for village communities through the books available in the library and encourage community participation in development (Atmi, 2022). Therefore, village libraries are expected to support community change and progress. To support this change, village libraries are required to transform so they can function as centers of lifelong learning and activities for the community. Library programs are expected to increase children's interest in reading, build awareness of the importance of reading, and instill reading habits.

A representative village library will encourage villagers to enhance their knowledge according to their needs and interests. Additionally, the village library serves as a place to provide reading materials that become learning resources for the community, in efforts to educate and empower the community as well as support the implementation of national education (Annurwanda et.al, 2022).

Based on the above review, this research examines the role of Sahabat Haramain Library as a Social Inclusion-Based Library in Improving Community Literacy in Teratak Village, Batukliang Utara District, Central Lombok, West Nusa Tenggara. This study aims, firstly, to understand the program activities of Sahabat Haramain Library in improving community literacy and, secondly, to identify the determining factors in enhancing community literacy. This research is expected to add to the literature and provide information on the importance of village libraries in improving community quality and literacy.

## Method

The approach applied in this research is a qualitative approach. According to Creswell (as cited in Parhanuddin, 2023), qualitative research involves several stages, including assumption setting, data collection, data analysis, and interpretation of data gathered from the field. Creswell states that qualitative research is a process for understanding a specific methodological tradition by investigating social or human problems. Researchers create a complex, holistic description, analyze words, report informants' viewpoints in detail, and conduct research in natural settings. Thus, qualitative research is a way to understand social phenomena comprehensively, analyzing and reporting informants' viewpoints in detail within natural situations (Parhanuddin, 2023).

According to Barroga et al. (2023), qualitative research aims to describe people's lives, including their life experiences, behaviors, attitudes, beliefs,

personality traits, emotions, and feelings. This research also explores social, organizational, and cultural issues. Pyo et al. (2023) explain that the goal of qualitative research is to understand the quality of a specific phenomenon and to answer "why" and "how" questions. Qualitative research aims to collect multidimensional data and provide a deep explanation of the studied phenomenon. Ultimately, the goal of qualitative research is to help researchers understand the research topic and reveal the implications of the research findings.

The research method used is the case study method. A case study is an in-depth exploration of a limited system (e.g., activity, event, process, or individual) based on extensive data collection (Creswell, 2012). According to Pasak (as cited in Creswell, 2012), case study researchers focus on programs, events, or activities involving individuals rather than groups. The reason for using the case study method is to conduct a thorough examination of a phenomenon. Case studies are used when explaining how or why a social phenomenon occurs or when a comprehensive and in-depth analysis of a social phenomenon is required. This research will examine the role of the Sahabat Haramain Library as an inclusion-based library in enhancing community literacy in the village of Teratak, Batukliang Utara District, Central Lombok, West Nusa Tenggara.

The type of interview used in this study is structured interviews, and the data analysis technique employed is based on Miles and Huberman's (as cited in Fuady et al., 2022) approach, which consists of three steps: data reduction, data presentation, and conclusion drawing.

## Result and Discussion

### The program activities of the Sahabat Haramain Library in enhancing community literacy.

The Sahabat Haramain Library is the Teratak Village Library, which is managed by the Ashhabul Haramain Foundation. The Sahabat Haramain Library is located within the Ashhabul Haramain Foundation premises, situated on Jalan Ketangga, RT 1, Teratak Village, Batukliang Utara District, Central Lombok Regency, West Nusa Tenggara.

The Sahabat Haramain Library is one of the social inclusion-based libraries with a focus on literacy enhancement for community welfare. This is affirmed in the Indonesian Law Number 43 of 2007, Chapter II, Article Five, which states that all members of the community have equal rights to (1) Obtain, utilize, and optimize library facilities. (2) People in remote, isolated, or underdeveloped areas due to geographical factors are entitled to special library services. (3) People with

physical, emotional, mental, intellectual, and/or social disabilities are entitled to library services tailored to their abilities and limitations.

A social inclusion-based library, as stated in the Regulation of the Head of the National Library of the Republic of Indonesia Number 21 of 2017, is a library that facilitates the community in developing their potential by respecting cultural diversity, being open to change, and offering opportunities to protect and advocate for culture and human rights.

Public libraries and village libraries are directed to transform their services to the community to maintain their existence and serve as a platform for activities and lifelong learning (Ruhukail & Koerniawati, 2021). This aligns with what Hamida & Sein (2023) stated: a social inclusion-based library does not only function as a place to seek reading materials but also must facilitate the community by organizing training activities. Thus, community skills can be honed and useful for socio-economic empowerment.

Literacy is an individual's language ability that includes listening, reading, speaking, and writing with the aim of communicating in various ways according to their needs (Putri, 2023). The goal of literacy is to maximize an individual's ability in reading and writing literacy, numeracy, science, digital literacy, financial literacy, as well as cultural and civic literacy (Rokmana et al., 2023).

In relation to its programs, the library indeed has various programs, including weekly, monthly, and even annual ones. Moreover, these programs are beneficial in enhancing community literacy. The following will explain the findings related to the programs at Sahabat Haramain Library aimed at improving community literacy.

According to MM (February 21, 2024), the head of Sahabat Haramain Library, the library's programs include mentoring TPQ students through free afternoon schools and learning to recite the Quran in the evening. Similarly, NA (February 21, 2024), the library's secretary, mentioned that Sahabat Haramain Library organizes literacy activities such as reading, book discussions, afternoon literacy classes (*diniah*), and various other literacy activities needed by the community. Additionally, THB (February 21, 2024), a board member, stated that the library hosts various activities, such as regular monthly Muslimah studies, book discussions, and community service programs aimed at inspiring children in remote areas.

The opinions of the research informants above can be summarized as follows: Sahabat Haramain Library organizes various literacy activities for the community, such as reading books, book discussions, afternoon literacy classes, Muslimah studies, and

outreach programs to remote areas to motivate and educate the community, especially children.

The results of the documentation and observation study conducted by the researcher on the Sahabat Haramain Library's programs reveal a range of activities. These programs include:

1. Reading books every afternoon

The background for this activity is to show concern for expanding children's knowledge. Reading is an effective way to enhance children's knowledge, language skills, and imagination. Additionally, this activity fosters a reading habit from an early age, which is expected to become a foundation for them in facing future educational challenges.



**Figure 2.** Reading Books Every Afternoon

The goals of this activity are, first, to broaden children's horizons by providing them with access to books so they can enhance their knowledge and understanding. Second, to improve reading skills by helping children practice their reading abilities, including pronunciation and comprehension. This activity is held every afternoon from Monday to Saturday, with participating children encouraged to read books together under the guidance of facilitators or volunteers.

2. Evening Literacy Classes (English, Arabic, and Qur'an Recitation)

The evening literacy classes are a response to the need for enhancing the knowledge and literacy of children in the village. With the advancement of technology and information, it is important for children to have a strong foundation in literacy, including language and reading skills. The Evening Literacy Classes are held every Monday, Wednesday, and Friday.



**Figure 3.** Evening Literacy Classes

The objectives of the afternoon literacy class are to enhance language knowledge, broaden children's understanding of various languages, both Indonesian and foreign, and improve their ability to read and comprehend texts in multiple languages. Additionally, it aims to nurture Islamic religious knowledge by teaching the basics of Islamic teachings, instilling moral and ethical values in accordance with Islamic principles, and familiarizing children with Quranic readings. The presence of the Afternoon Literacy Class is expected to contribute positively to the development of children's knowledge and character. With a strong foundation in language and religious knowledge, it is hoped that they will grow into intelligent, virtuous individuals ready to face future challenges.

3. Financial Education for Orphaned and Abandoned Children

Financial education or savings education for orphaned and abandoned children is conducted as a form of concern for their welfare and future. In an effort to prepare a generation that is self-reliant and financially aware from an early age, this activity is designed to teach the importance of saving and budgeting.



**Figure 4.** Financial Education for Orphaned and Abandoned Children

This activity also aims to encourage orphaned and fatherless children to develop a greater

interest in reading at the library, as a way to enhance their knowledge and understanding. This educational initiative is specifically intended for orphaned and fatherless children in Teratak Village, with the hope that they will gain significant benefits in terms of financial, educational, and personal independence.

4. Book Review

The book review activity is one of the programs organized by the Sahabat Haramain Library. This book review is conducted on a conditional basis, primarily targeting the general public. The program aims to expand understanding, deepen knowledge, stimulate critical thinking, and facilitate rich and in-depth discussions on the topics covered in the book. Additionally, this activity also supports young people interested in learning how to become book authors.



Figure 5. Book Review

The book review activities organized by the Sahabat Haramain Library provide many benefits for the general public and youth. By continuously hosting such events, it is hoped that this program will continue to contribute to enhancing literacy, knowledge, and writing skills within the community.

5. Parent Storytelling Training at Thaibah Islamic Kindergarten

Early childhood education plays a crucial role in shaping a child's character and personality. One effective way to instill positive values and enhance children's literacy skills is through stories told by parents.



Figure 6. Parent Storytelling Training

The library, in collaboration with TK Islam Thaibah, is organizing a Parents' Storytelling Training event to strengthen the role of parents in educating their children. Additionally, this event aims to provide parenting books for parents while they wait for their children.

6. Practical Click (Practical Skills Class) for Women

Practical Click (Practical Skills Class) for Women is an initiative aimed at empowering Muslim women with practical skills useful for daily life.



Figure 7. Practical Skills Class for Women

This activity is driven by the need to enhance the practical skills of Muslim women in various aspects, both in their personal lives and in their contributions to the community. With these skills, it is hoped that Muslim women can become individuals of beauty with good morals, show concern for others, and achieve their dreams and aspirations. The Practical Skills for Women classes are held twice a month, every Sunday, from noon until evening. This program is designed to provide participants with ample time to delve into the skills being taught, as well as to discuss and exchange knowledge.

7. Practical Click (Practical Skills Class) for Men

Practical skills education is an important aspect of personal development, especially for young people preparing for the future. Practical Click (Practical Skills Class) for Men serves as a platform for Muslim men to learn and hone useful practical skills, while also providing a space to share knowledge and experiences.



**Figure 8.** Practical Skills Class for Men

This activity aims to prepare the younger generation with useful skills and to promote a culture of discussion and knowledge exchange. Klik Praktis is held twice a month, every Monday evening, with the primary target being Muslim men. The event takes place regularly and involves participants who bring various skills to share and learn from one another.

8. Al-Qur'an Tahsin Classes

To improve the ability to read the Qur'an correctly and accurately among the community, especially among Muslim women, a structured and continuous learning program is needed. Many mothers wish to guide their children in reading the Qur'an but face challenges in understanding the makhārij al-ḥurūf (places of articulation of letters), ṣifāt al-ḥurūf (attributes of letters), and aḥkām al-tajwīd (rules of tajwīd). To address this need, Al-Qur'an Tahsin Classes are organized as part of a religious literacy empowerment and development program in the local community.



**Figure 9.** Al-Qur'an Tahsin Classes

The Tahsin Al-Qur'an class is held every Tuesday night, targeting primarily the local Muslim women. This class is designed to provide intensive and practical instruction on how to read the Qur'an correctly, with a focus on fundamental tajwid aspects.

9. Specialized Literacy Studies for Muslim Women

Enhancing literacy among Muslim women is a crucial aspect of building a knowledgeable and morally upright society. The Specialized Literacy Studies for Muslim Women aim to provide a comprehensive learning platform for Muslim women, enabling them to broaden their perspectives, enhance their skills, and deepen their understanding of Islamic principles.



**Figure 10.** Specialized Literacy Studies for Muslim Women

Through this activity, it is hoped that participants will become competitive individuals in various aspects of life while remaining steadfast in their religious teachings. The Special Literacy Study for Muslim Women is held once a month, targeting female Muslim participants. Attendees come not only from Teratak Village but also from various surrounding sub-districts and even from the district. This activity involves various forms of learning, such as lectures from expert speakers and interactive Q&A sessions.

10. Moving to Inspire

The "Moving to Inspire" initiative is a collaborative effort with the Ikhlas Squad Volunteers to support and motivate children in remote areas. Given the challenges faced by children in these regions, such as limited access to education and a lack of inspiration to dream big, this program is designed to provide encouragement and introduce various aspirations they can pursue.



**Figure 11.** Moving to Inspire

Through this activity, we hope to make a positive impact on the future of these children. The program is held twice a year, targeting primarily children in remote areas. The activities are carried out by the Ikhlas Volunteer Squad, which directly engages with children in remote locations to interact and share experiences.

Every activity conducted, no matter how small, by the library will be reported to the national library's management information system. Sahabat Haramain Library once received a Certificate of Appreciation as the village library with the best implementation of the social inclusion-based library transformation program in West Nusa Tenggara in 2022.

### **Determinant factors in improving community literacy**

Increasing reading interest is a challenging task that requires a long time and support from various parties (Cahyani, Dewi, & Hayat, 2024). Support from different elements is crucial in enhancing literacy and creating a literacy culture. The support from the learning environment, school environment, and community environment is a significant factor in shaping a literacy culture. These three realms of the learning environment are commonly referred to as the tri-center of education (Nugroho & Dewi, 2024).

Enhancing community literacy is certainly not an easy task. The Sahabat Haramain Library, which is based on social inclusion, has various programs to engage and benefit the community, from children to adults. The library's programs for improving community literacy have determining factors that contribute to their success, both from the library itself and from individuals. To identify the success factors for enhancing community literacy, the researchers asked several questions, including who plays a role in the success of improving community literacy and what facilities and infrastructure are needed to support activities, especially those related to literacy.

According to JA (February 24, 2024), the head of the Ashhabul Haramain Foundation, there are many individuals and friends who play a crucial role in the success of increasing community literacy. This includes library administrators and guest speakers who are invited as resource persons. Meanwhile, according to YRR (February 25, 2024), the secretary of the Ashhabul Haramain Foundation, the key factors in enhancing literacy include the environment, such as the people one associates with, daily activities, and the crucial role of parents in supporting their children.

In addition to JA and YRR, according to NA (February 21, 2024), the secretary of the Sahabat Haramain Library, the factors for successfully improving community literacy include: first, the

strategies implemented by library managers, such as providing enhanced information services to the community, including scholarships for youth, knowledge needed by the community like recipes for mothers, and storybooks for children. Second, involving the community. Third, advocacy, both financial and non-financial, supported by the Ashhabul Haramain Foundation, donors on social media, and the Teratak village government. Fourth, continuous learning within a structured system, as the Sahabat Haramain Library is part of a socially inclusive library network. Fifth, utilizing social media, and lastly, the benefits provided by the library, which make the community eager to participate in ongoing activities.

It can be concluded that the success in improving literacy among the community is the result of collaboration among various parties, including the environment, parents, the government, and the community. Support from all these elements is key to creating a positive and supportive environment for the sustainability of activities held to enhance community literacy.

A culture of literacy reflects the progress of a nation, so every individual needs to be aware of continually developing their own capacities. This requires support from appropriate policies, adequate facilities and infrastructure, as well as well-structured management (Iswanto, 2021). The presence of village government is essential in the process and obligation of community life, especially in improving the quality of human resources in the village. History has shown that society, whether in small groups or as individuals, needs government services (Febriyani, et al., 2024). An important factor in rural development is human resources with adequate potential and skills, focusing on education supported by adequate facilities and infrastructure (Gunawan, 2023).

To support the success of the programs in the library, adequate facilities and infrastructure are essential. According to JA (February 24, 2024), the facilities and infrastructure that support the success of literacy enhancement in the community include spaces we provide, transportation such as cars, motorcycles, and many other facilities. Similarly, YRR (February 25, 2024) mentions amenities like mosques, libraries, bathrooms, toilets, ablution areas, pickup trucks, motorcycles, and many other complementary tools. According to MM (February 21, 2024), the primary facilities and infrastructure include media, as its influence is crucial for socializing activities. This is followed by human resources and then tools like buildings for conducting activities, classrooms, libraries, and electronic media equipment such as

laptops, LCDs, and projectors. These elements are very important for running activities. NA (February 21, 2024) also mentions the availability of mosques, libraries, and TPQ (Qur'anic education centers) to support the continuation of activities carried out by the foundation.

From the interviews above, the facilities and infrastructure available at the Ashhabul Haramain Foundation play a significant role in supporting the continuity of activities in the library. These include mosques, offices, transportation facilities, and multimedia equipment, all of which are crucial in supporting the success of literacy enhancement in the community. With these facilities, the library can create a conducive environment for improving community literacy. These facilities will support the implementation of library activities in the education process, aligning with what Dewi & Noor (2024) stated: educational facilities include all components used directly in activities at an educational institution, while infrastructure comprises components that indirectly support the implementation of education in that institution.

## Conclusion

Reading and writing skills, known as literacy, are the initial stages in the educational process aimed at enlightening the nation, building a dignified society, and producing a superior generation. Literacy activities are something that people will engage in throughout their lives, whether consciously or unconsciously. Literacy enhancement for communities can be achieved through various programs available in the village. Through diverse programs, Perpustakaan Sahabat Haramain Desa Teratak can provide continuous and sustainable education and training on literacy, as well as offer new insights to the community. The success of improving community literacy can be realized through the collaboration of various parties, including the environment, parents, government, and the community itself. Support from all these elements is crucial in creating a positive and supportive environment for the sustainability of activities aimed at enhancing community literacy.

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