



READING LITERACY MENTORING FOR THE AMPANG COMMUNITY AT THE BUYA ISKANDAR AMPANG READING HOUSE

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ABSTRACT

In the current technological era, our generation who play the role of children is contaminated by the presentation of technological sophistication in the form of gadgets or mobile phones. For the direction of the nagari children in the use of Android cellphones, the reading house/reading hut is one of the solutions so that the nagari children love literacy. The interest in reading that should be a bridge of knowledge for them becomes fragile and unwanted. Even electronic science readings are not interested in them. The Ampang reading house/reading pond that was established still needs administrative governance and needs assistance in carrying out its activities in a structured and sustainable manner. The existence of this reading house/reading hut aims to be a solution for nagari children, the younger generation to love the world of reading or literacy, both manual and electronic reading. The purpose of this community service is also to improve the governance and administrative management of the Ampang Creative Smart House. Another goal is to expand the socialization of the Ampang Creative Smart House, both door to door and through social media. Activities to equip nagari children with knowledge and creativity and independent living can be done by empowering Creative Smart Houses as a means. At Rumah Pintar Kreatif Ampang which makes literacy as the capital of nagari children to become knowledgeable human beings, live independently, and are able to be independent.

Keywords: mentoring, reading literacy, reading house

ABSTRAK

Di era teknologi saat ini, generasi kita yang berperan sebagai anak nagari banyak terkontaminasi oleh sajian-sajian kecanggihan teknologi yang berupa gadget atau handphone. Untuk terarahnya anak nagari itu dalam penggunaan handphone Android, maka rumah baca/pondok baca menjadi salah satu solusi agar anak nagari itu mencintai literasi. Minat baca yang seharusnya menjadi jembatan ilmu bagi mereka menjadi rapuh dan tidak diminati. Bacaan-bacaan ilmu pengetahuan secara elektronik sekalipun tidak mereka minati. Rumah baca/pondok baca Ampang yang didirikan tersebut masih membutuhkan tata kelola secara administratif dan membutuhkan pendampingan dalam melaksanakan kegiatan-kegiatannya secara terstruktur dan berkesinambungan. Eksistensi rumah baca/pondok baca ini bertujuan untuk menjadi solusi bagi anak nagari, generasi muda untuk mencintai dunia baca atau literasi, baik manual maupun membaca elektronik. Tujuan Pengabdian masyarakat ini juga untuk memperbaiki tata kelola dan manajemen secara administrasi Rumah Pintar Kreatif Ampang. Tujuan lain adalah untuk memperluas sosialisasi Rumah Pintar Kreatif Ampang, baik secara door to door maupun melalui sosial media. Kegiatan membekali anak nagari dengan pengetahuan dan kreatifitas serta hidup mandiri dapat dilakukan dengan memperberdayakan Rumah Pintar Kreatif sebagai sarannya. Di Rumah Pintar Kreatif Ampang yang menjadikan literasi sebagai modal anak nagari menjadi manusia yang berpengetahuan, hidup mandiri, dan mampu berdikari.

Kata Kunci: pendampingan, literasi membaca, rumah baca

INTRODUCTION

A 2017 UNESCO study revealed that Indonesia ranked second to last in global literacy. This indicates a very low reading interest among Indonesians, with data showing that only 0.001% of the population, or 1 in 1000 people, read (UNESCO, 2017). According to the same UNESCO data, approximately 34.5% of Indonesia's 220 million residents are illiterate, meaning only 65.5% are literate (UNESCO, 2017). Additionally, a recent report from the Organization for Economic Co-operation and Development (OECD, 2019) cited by Detik Jatim's website identified Indonesia as one



of the 10 countries with the lowest literacy rates. The Program for International Student Assessment (PISA, 2019) placed Indonesia in 62nd position. Given these statistics, it is imperative to build a culture of literacy from an early age so that it becomes ingrained in children's lives. Literacy rates in Indonesia remain significantly low. A 2019 UNESCO survey also placed Indonesia at 60th out of 61 countries in literacy levels (Kompas.Com, 2019).

A habit or passion for reading among the community directly impacts their reading ability. Reading ability is a hallmark of a literate society. A literate individual is someone who possesses the ability to read and write. Literacy can be defined as being able to read and write, while a literate person is someone who can do both. A literate community is characterized by the willingness and ability of its members to read (Suryaman, 2001).

The desire of the community to foster a generation that is high-quality, independent, broad-minded, and wise in education necessitates a platform to achieve these goals. In today's technological era, the youth of our community are often influenced by digital offerings such as gadgets and Android smartphones (Lestari et al., 2022; M. Putri & M. A. Hamda, 2024). To guide these young people in their use of Android phones, a community learning center is one solution to help them embrace literacy. A community learning center is a space designed to develop an interest in learning outside of school hours (Thahir, 2014). The influence of study guidance on the academic achievement of students at the Al-Utrujyiah Islamic Boarding School in Kota Karang is also a topic of research, as seen in the Journal of Guidance and Counseling.

The Creative Smart House of Ampang was established in 2021, driven by the lack of knowledge acquisition among productive youth, including students, university students, and young people pursuing learning through alternative education programs (A, B, and C). This creative center was founded by Mr. H. Iskandar, M.H.I, and his family. He is a well-known preacher in Padang and serves as the head of the Ampang Village Community Empowerment Institute (LPM). He was also elected to serve as a representative on the Padang City Council for the 2024-2029 term. As an Islamic preacher and community leader, he was deeply concerned by the scarcity of creative ideas among the youth for living an independent life. He observed many young people consuming online games (Djamarah, 2015) and various entertainment apps on their Android phones, which rendered them unproductive. They face a challenging situation in acquiring knowledge through literacy due to the high influence of their Android phones. They are captivated by engaging games and often become addicted to them. The interest in reading, which should be their bridge to knowledge, becomes fragile and unpopular. Even electronic-based educational materials on their phones are ignored, as they are overshadowed by online games (Khotibulumam, 2022).

The established Creative Smart House of Ampang still requires administrative and management guidance to conduct its activities in a structured and sustainable manner, given its recent establishment. Despite its newness, the center has been visited by several universities in Padang, such as Andalas University, Bung Hatta University, and Padang State University. The lecturers and students conducted community service at the center, but these programs were often of short duration, limited to single activities with themes like "learning while playing in a fun environment." For instance, they collaborated with the Creative Smart House on April 5, 2022. Another community service program was conducted by Bung Hatta University in the 2022/2023 period with the theme "An Educational Approach Through Courtesy and Interactive Learning Spirit." Other community engagement activities and visits have been made by the Padang City regional library and provincial libraries. The purpose of the Creative Smart House of Ampang's existence is to provide a solution for local youth and the younger generation to embrace the world of reading and literacy, both manual and electronic. Another objective of this community service activity is to improve the administrative management and governance of the Creative Smart House of Ampang. A



further goal is to expand the center's outreach, both door-to-door and through social media. Equipping the local youth with knowledge, creativity, and the ability to live independently can be achieved by empowering the Creative Smart House as a facility for this purpose (Irianto, 2017; Lestari et al., 2022).

A crucial issue at the Creative Smart House of Ampang is the lack of administrative governance and management. The center's activities are not yet systematically structured. There is also a shortage of updated books, and the facilities and infrastructure are very basic.

METHOD

The method used in this community engagement program was socialization, which involved creating social media accounts to introduce the Ampang Reading House/Reading Corner to the public and conducting a door-to-door campaign. The next phase involved providing opportunities for the managers to participate in training programs related to the center's programs and activities. Mentoring and evaluation were also conducted in line with the main objectives of this program. The final stage will involve continuous monitoring of the program's sustainability by the PKM Team.

RESULTS AND DISCUSSION

1. Results

In this section, the implementation team describes the activities carried out, from preparing the team's division of labor and discussing the design with experts to drafting a questionnaire framework, conducting a pilot test in a comparable location, and revising the questionnaire based on expert feedback. Subsequently, a revised questionnaire was prepared to be distributed to members of the reading center, consisting of adolescents (both in and out of school) and elementary school children.

Following the methodology, the team first prepared the division of tasks among the team leader and members. Next, they designed the implementation plan, which was also discussed with experts to establish an effective approach for the program. The subsequent step was to create a questionnaire framework and a pilot questionnaire to test its validity and effectiveness before implementation.

After several revisions to perfect the questionnaire, the team and experts determined that the questionnaire was suitable as a tool to measure the impact of the reading literacy mentoring activities for the local youth at the Ampang Reading House/Reading Corner. The questionnaire, which contained 40 statements, was administered to members of the reading center (adolescents and elementary school children). The statements were divided into two classifications: positive and negative.

This approach was chosen to align with the standards for creating a good questionnaire and to test the diligence of the participants in completing it. The results of the questionnaire analysis will later be conducted by the implementation team, with the assistance of experts, to see the overall outcome and claim the factual data obtained from the field. The achievement of the planned outcomes for this community engagement program is subject to various influencing factors.

Two factors played a role in the implementation of this program: driving factors and inhibiting factors.

- a. **Driving Factors** The driving factors for this activity were the general availability of communication facilities and the good relationship between the facility's management and the program implementers. This allowed the reading center to facilitate the program and provide all necessary information and data. Additionally, a key driving factor was the



request from members of the Ampang Reading House in Padang for more structured literacy mentoring, particularly for those who were not in school (Lily Misliani, 2022).

- b. Inhibiting Factors Several factors hindered the program's implementation, ranging in impact from minor to significant. The most significant inhibiting factor was the wide range of ages and educational levels of the reading center members who participated in the program.
- c. This diverse age range meant that the pilot questionnaire had to be designed specifically to match the age or educational level of the participants. The analysis of the data filled out by the reading center members provided valuable insights.

The questionnaire focused on several aspects, including the reading habits of the members and their comprehension of the books often read by their tutors. The overall results showed that their comprehension of these books improved their understanding of their religious teachings and contributed to positive life experiences. The following table provides an overview of the participants' reading comprehension at the Ampang Reading House:

Table 1: Reading Comprehension Levels of Participants

No. Assessed Aspects	Percentage
1. Still do not understand the content of the book	15%
2. Partially understand the content of the book	35%
3. Fully understand the content of the book	50%

The table above indicates that the program focused on several factors, and the results are as presented. The analysis also showed a correlation between these results and the participants' religious understanding and positive life experiences.

2. Discussion

To address the need for reading literacy mentoring among the local youth at the reading center, the community service teams from Universitas Muhammadiyah and Universitas PGRI Padang conducted activities to enhance their comprehension of religious books. This was done through training and guidance for the mentors. The program utilized a Community Development approach, with persuasive, educational, participative, and normative methods.

Following the face-to-face sessions and explanations, the reading literacy skills of the members at the Ampang Reading House showed a continuous improvement. Their understanding of the books often read contributed to their understanding of religious teachings and led to positive experiences in their lives.

CONCLUSION

Through this reading literacy mentoring program at the community reading center, we hope to increase the reading interest of the younger generation. The reading center is expected to serve as a vital platform for accessing knowledge and information within the community, whether in villages or urban areas.

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