



Program Activities of Mareka Community Reading Garden in Fostering Community Interest in Reading in Mendatte Village

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Abstract

The community service activity is an effort to assist the Mareka Reading Park in Enrekang Regency. It is worthy of fostering the spirit of reading in Fostering Community Interest in Reading in Mendatte Village. Taman Baca Mareka benefits from improving the quality of human resources in realizing a reading culture society and fostering interest, love, and passion for reading.

Keywords: reading garden, community, reading interest, village

Introduction

Non-formal education is an educational pathway outside of formal education that can be carried out in stages and structured to replace and complement formal education. This education can be held by a particular institution appointed by the government based on national education standards. Because national standards guide it, the results of non-formal education are valued as equal to formal education (apip Hermana, 2018).

As one of the non-formal education programs and in order to participate in the intellectual life of the nation's children as well as efforts to preserve non-formal education programs through one of the community empowerment programs by developing the literacy movement and developing a reading culture in the community, it will increase knowledge and insight that is better and is directed at the progress of life. And good personality personally, in groups, and society (Hidayanto, 2013).

This is the responsibility of the state both from the center and at the regional level and all components of the nation to fulfill it, especially concerning our constitutional mandate, which states that the state is obliged to "educate the life of the nation" which specifically must increase reading interest in the regulated community. In-Law Number 43 of 2007 concerning Libraries, which states that the government is obliged to develop a national system, ensure the continuity of the implementation and management of the library as a community learning resource center, ensure the availability of library services in the country (Hidayanto, 2013).

Cultivation is carried out through families, educational units, and the community, facilitated by the central government and local governments through cheap and quality books. The central government, local governments, and the community encourage the growth of community reading parks and reading houses to support the cultivation of a love of reading (Boy Foor B Manalu, 2016).

Non-formal education is held for community members who need educational services that function as a complement to formal education in order to support lifelong education. Non-formal education programs implemented in the community include functional literacy

education programs, equality education, life skills education, and youth education. Units from the scope of non-formal education consist of PKBM, SKB, and NGOs, which are non-formal educational institutions, and to support the implementation of non-formal education, community reading parks are provided (apip Hermana, 2018)

The change, development, and expansion of non-formal education provide an appreciation and new nuance to how non-formal education provides education for the community, especially adults, for those who do not have access to formal education and those whose formal education has proven inadequate and irrelevant, with life and situations that develop in the environment (society).

The educational process expands out of structured formal systems into a new configuration system of a widely separated set of thoughts and experiences and other types of encounters by using available facilities. The role of non-formal education as a complement, supplement, or substitute for formal education is a contextual-based and life-relevant configuration to realize strategic and functional non-formal education programs/activities for the community.

The emergence of the concept of a community that likes lifelong learning as a master concept encourages individuals, associations, communities concerned with education, or other business entities to participate in developing new ways of thinking in responding to the challenges of society's new needs regarding education and learning. Formal education units are no longer the only container (single container) and monopolized education (formal) schools and business entities no longer provide education, especially non-formal education.

Creating a learning society provides a new nuance and spirit of education during society. This condition is observed as a tangible manifestation of the lifelong education model. This climate encourages the opening of opportunities for everyone, organizations and social institutions, industry, and society to learn more broadly.

Efforts made by the government and the community to educate the nation's life are establishing places of education, both formal and non-formal, because education is a necessity for everyone. Informal and informal. The three educational services complement each other in developing activities.

METHOD

1. Activity Location

This community service activity was conducted at the Mareka Lura Community Reading Park, Mendatte Village, Anggeraja District, Enrekang Regency.

2. Activity Target

The object in this community service activity is in the Mareka Lura Community Reading Park, Mendatte Village, Anggeraja District, Enrekang Regency.

3. Execution time

This service activity is carried out for two (2) months, namely on January 24 – February 24, 2022

4. Activity Method

a. Preliminary Stage

A permit letter with related parties will be prepared at this stage, preparing the training site, materials, tools, and materials.

b. Stages of Socialization and Audience

Socialization of accreditation preparation training using the suspend application and providing explanations related to its manufacture, how to find examples, and use of computers.

c. Stages of Implementation of Training Activities

The training is carried out using participatory, interactive, and dialogical lecture methods. So that training participants can easily understand and apply it in the preparation of their respective learning tools. The implementation process uses the lecture method, question and answer, discussion, and direct practice.

d. Final Evaluation Stage

Activity evaluation is in evaluating accreditation assistance training activities with the SISPEN application.

Result and Discussion

Community Reading Park is a forum established and managed by both the community and the government to provide access to reading material services for the surrounding community as a means of lifelong learning to improve the quality of life of the community around the community reading park. The Community Reading Park is a forum needed by the community to improve existing activities in the community both to seek information and as a source of learning activities in Atika Widya Wati's community (2020).

Community Reading Park is a place that was established and managed both by the community and by the government to provide access to reading material services for the surrounding community as a means for lifelong learning in order to improve the quality of life of the community around TBM. Community Reading Park is a place that is intentionally created and managed by the community, institutions, and government to foster reading interest in the people who live in the reading garden environment (Suwanto, 2017).

From the various definitions above, I think TBM is a place to foster interest love of reading and motivate the public to generate interest in reading.

Community reading parks as a medium for developing a reading culture are a place to access various reading materials such as textbooks, practical skills books, knowledge books, religious books, entertainment books, and other reading materials that are under the objective conditions and needs of the surrounding community and good reading interests. as well as formal and non-formal education students (learning citizens) and the general public with no age limit.

TBM can be stated as "a library that is very close to the community because its main target is community members, especially in areas difficult to reach by public libraries. Based on some of the definitions of TBM above, TBM is a non-formal institution organized and managed simply by the community/managers who provide a collection of reading materials to meet the information/knowledge needs of the community.

TBM also holds various activities such as reading, discussion, book review, writing, and other literacy activities and is supported by managers who act as motivators.

1. Differences between Libraries and Community Reading Gardens

The library is an official government agency that has a particular budget. Community Reading Park is a non-formal institution, managed with self-supporting funds, and usually does not apply special regulations such as in libraries. For example, it is possible to enter the library in a neat, polite, formal manner, not to be noisy, and not a bit of a library that seems stiff and has some things to do. Community Reading Parks do not have many regulations that apply and seem lax. The system implemented in the library does guarantee the safety of library collections, fast information retrieval, and transparent procedures. All of these are advantages of the library because the library itself provides for formal institutions and research; it is different from reading parks that are more engaged in community empowerment, introducing the public to reading materials, and fostering public interest in reading.

2. Objectives, Functions, Benefits, and Roles of Community Reading Gardens

a. The Purpose of Community Reading Park

- 1) Improve literacy and reading skills
- 2) Develop interest and love of reading
- 3) Building a reading and learning community
- 4) Encouraging the creation of a lifelong learning community

5) Realizing the quality and independence of knowledgeable, skilled, developed, cultured, and civilized people. The growing interest in reading through the provision of reading increases insight, knowledge, and productivity for both new literates and the general public (Syamsuddin et al. 2015).

The Community Reading Park is intended for novice readers and the wider community who need access to information and generate and increase public interest in reading to create an intelligent society and keep abreast of science and technology developments.

b. Functions of Community Reading Park

The Community Reading Park is first a learning tool for the community to learn independently and as a support for the curriculum for out-of-school education programs. Second, as a source of information sourced from books and other reading materials that suit the local community's needs. Third, as a source of research by providing books and other reading materials in the literature study. Fourth, as a source of entertainment that provides reading material that is recreational to take advantage of free time to gain knowledge (Insany, 2016).

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Picture Activities



Figure 1. TBM Mareka manager interview



Figure 2. Book reading activities

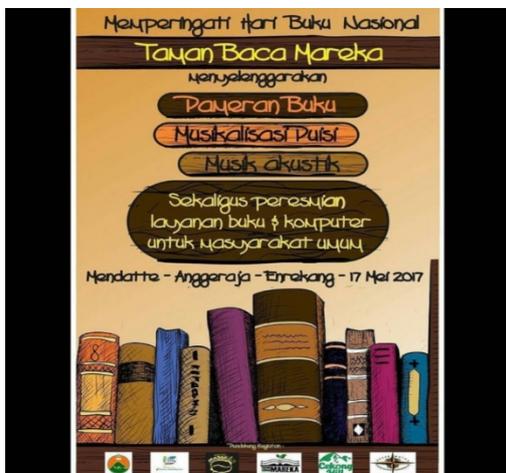


Figure 3. Activities of TBM Mareka



Figure 4. Children's Fairy Tale Activities



Figure 5. Activities

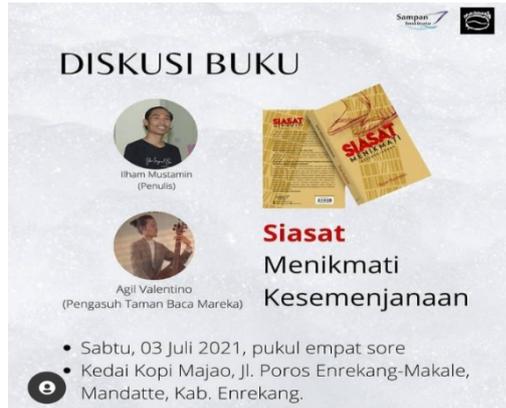


Figure 6. Activities



Figure 7. Activities of TBM Mareka



Figure 8. Activities of TBM Mareka



Figure 9. Activities of TBM Mareka



Figure 10. Book Reading Place



Figure 11. Activities of TBM Mareka

Conclusion

The reading garden of the Mareka Community makes maximum efforts in increasing interest in reading in the community in several ways, including lending some of the collection to the community. This is intended so that everyone is equally accustomed to reading and creates people interested in reading. Although the Mareka Community Reading Park has made maximum efforts to increase interest in reading in the community, there are several obstacles: Funding because the manager himself makes payments for every book that came without village intervention. Like it or not, the operational costs of reading gardens must be found a way out because if not, more and more reading parks are suspended. This is a deplorable condition for the literacy movement.

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