

# The Role of Mobile Library Program and Learning Assistance in Increasing Literacy Interest of Elementary Student at Cimaja Village

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## ABSTRACT

Cimaja Village has a low literacy rate of only 53%, which is concerning because it shows a gap in the community's access to education and comprehension of information. Early literacy program implementation for primary school students can benefit the village's development and provide a solid basis for later, more complex learning. The KKN Cimaja Village group organizes mentoring and mobile library programs at Cimaja Village, Sukabumi Regency, with the goal of enhancing literacy among elementary school students. Learning about reading, writing, and numeracy is integrated through the use of the Balanced Literacy approach. The primary school pupils at Cimaja Village have embraced this program wholeheartedly. Students' reading skills have significantly improved, according to observations.

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## A. Introduction

Literacy is one of the important factors in improving the quality of human resources and village development. People's literacy skills such as accessing, analyzing and using information correctly enable people to more actively participate in the social life of the village and become a parameter for the progress of a region (Warsito et al., 2023). Early literacy instruction in primary school students can significantly improve the village's overall development and lay a solid foundation for later, more complex learning. The ability to know and do tasks is referred to as literacy, according to KBBI. The ability to read, write, and speak is the general definition of literacy. But as literacy has evolved, it has come to encompass a wider range of life skills, including media literacy, financial literacy, science literacy, digital literacy, and cultural literacy, among others (Indriayu, 2018).

According to OECD data published in PISA 2018, Indonesian students performed relatively poorly on average in math (379) and reading (371) when compared to the OECD average (487). Ranking 62 out of the 70 countries in the study, Indonesia was one of the ten nations with the lowest levels of literacy in 2019. Nonetheless, Indonesia's standing improved in PISA 2022, moving up five spots in reading literacy, five spots in math, and six spots in science. Although Indonesia's PISA 2022 rankings indicate improvement, data from PISA 2018 and the country's ranking among the top 10 low literacy nations in 2019 indicate that significant challenges remain in Indonesia's educational system.

PISA results are more than just rankings and scores, according to research from the Ministry of Education and Culture's Balitbang. An overview of background information, teaching strategies, learning environments, and student behavior is also given by the PISA study (Yusmar & Fadilah, 2023). As a

result, the Nusa Putra University Community Service Program (KKN) group organized a Mobile Library and Learning Assistance Program, which is crucial to raising the Sukabumi district's elementary school students' literacy index—which is currently at 53%—and improving their reading skills. This endeavor aims to offer increased accessibility to reading materials and educational resources, along with personalized assistance during the learning process (Pratiwi et al., 2023).

## **B. Literature Review**

Children's interest in reading and literacy skills are greatly enhanced when mobile library services are available to elementary school students (Irfandi et al., 2023). It has been demonstrated that by providing a range of high-quality reading materials, from non-fiction books to magazines, mobile libraries benefit the community as well as students (Santi et al., 2021)

Activities from the mobile library are meant to fulfill program requirements, but they also give kids a way to keep getting interested in reading and improving their literacy skills (Atmi et al., 2022). An essential component of early elementary school students' basic literacy learning is the emphasis on a balanced literacy approach that includes character values (Irfandi et al., 2023). Supartinah et al. (2018)'s earlier studies have shown the efficacy of a balanced literacy approach-based learning model that takes character values into account for early childhood basic literacy instruction (Supartinah et al., 2018).

Thus, it is anticipated that the deployment of a balanced literacy-based learning model and the existence of mobile libraries will prove to be successful tactics in enhancing students' literacy and character development in Cimaja Village.

## **C. Method**

A mobile library program and learning support are used as part of this community service project's implementation strategy to raise the literacy levels of young people in Cimaja Village. The Palabuhanratu Library Service Unit (UPP), Sukabumi Regency Tourism Library, elementary school teachers, community leaders, and the people of Cimaja Village, including the village chief and his staff, are the activity's partners.

The Cimaja Village KKN group employed the Balanced Literacy approach to run the program. The Balanced Literacy Approach, according to Tompkins (2010), is a method of teaching that integrates guided practice, group projects, and individual reading and writing assignments. It is predicated on a comprehensive analysis of literacy. This approach integrates writing, speaking, and listening exercises with reading instruction by combining phonics and whole language methods. Letter sounds are taught to students in conjunction with a deep comprehension of the context. The goal of this approach is to give students a balance between their writing and reading abilities (Supartinah et al., 2018).

## **D. Results and Discussion**

The implementation of community service activities was carried out in Cimaja Village, Cikakak District, Sukabumi Regency, for one month from February 19 to March 19, 2024. Two programs—a mobile library program and learning support targeted at Gunung Cabe Elementary School—are being implemented in an attempt to enhance the literacy abilities and interests of elementary school students in Cimaja Village. Every elementary school in Cimaja Village—including Gunung Cabe Elementary School, Gunung Sunda Elementary School, Gomong Elementary School, and MI Cimaja—receives a weekly mobile library program run in association with the Palabuhanratu Library Service Unit (UPP). Through storytelling exercises in both English and Indonesian, this mobile library actively contributes to piquing children's interest in reading. The reading materials offered range from atlases, comic books, folklore, fairy tale reading books, and other textbooks.

During the first week of the program, the main goal was to support the teachers at Gunung Cabe Elementary School by offering learning support to students who struggled with reading and writing from grade 1 to grade 6. Additionally, a mobile library was set up to encourage children to read more books by giving them greater access to literature. Over thirty-five kids participated in the mobile library program at MI Cimaja during the second week of operation. The third and fourth weeks took place at SD Gunung Sunda and SD Gomong, respectively. Since practically every student in Cimaja Village's elementary school took part in this activity, there was a great deal of enthusiasm among them, especially among SD Gomong students. SD Gomong is somewhat remote and far from the highway, but its average student ability is high.



Figure 1. Mobile Library Activity at Gunung Cabe Elementary School  
Source: KKN Desa Cimaja



Figure 2. MI Cimaja mobile library activity  
Source: KKN Desa Cimaja





Figure 3. Mobile Library Activity at Gomong Elementary School  
Source: KKN Desa Cimaja



Figure 4. Mobile Library Activity at Gunung Sunda Elementary School  
Source: KKN Desa Cimaja



Figure 5. Reading Stall Activity at Palabuhanratu Square  
Source: KKN Desa Cimaja



Figure 6. Reading Stall Activity at Palabuhanratu Square  
Source: KKN Desa Cimaja

Moreover, learning support activities are offered as a way to support teachers at SD Gunung Cabe in helping students overcome their inability to write, read, and count. In the first week, this activity is scheduled daily; from the second to the fourth week, it is scheduled for three days a week, specifically Tuesday, Thursday, and Saturday. Since every child in grades 1 through 6 has a unique set of abilities, grouping is done according to each student's ability level. The first level (level 3) comprises students who can read, but they face some challenges, like having trouble reading words with affixes like "meng-" in "disturbing" and "i" in "beach" and "relaxing" as surfixes. Students who can spell but still struggle with reading fluency at the second level (level 2) are classified as such. While some of the students in the third level (level 1) still struggle to read three syllable words like "what," "its," and "this," and some have not even learned to recognize the alphabet, these students require more advanced instruction.

This month-long educational mentoring program is devoted to the students of Gunung Cabe Elementary School. As learning mentors, two to three Cimaja Village KKN students accompanied each level. The daily literacy development of students is greatly aided by the Balanced Literacy approach, which combines reading instruction with writing, speaking, and listening exercises. To foster an emotional connection between mentors and students and pique students' interest in learning, mentors will read fairy tales or stories that are pertinent to the curriculum to the class each morning before class begins. Additionally, tests are given to students to help them concentrate on improving their numeracy skills. While this is going on, students can practice their fine motor skills and creativity by coloring and drawing on tire-made flower pots. The mentor uses activities like "guess the word of animals or plants that have initials from certain letters" and "facilitating communication between students to share experiences and ideas more freely" to keep the learning environment lively and prevent boredom. Additionally, ice breaking is used to relieve any tension that students may be feeling, particularly when they are learning challenging or unfamiliar material.





Figure 7. Reading Companion Activity  
Source: KKN Desa Cimaja

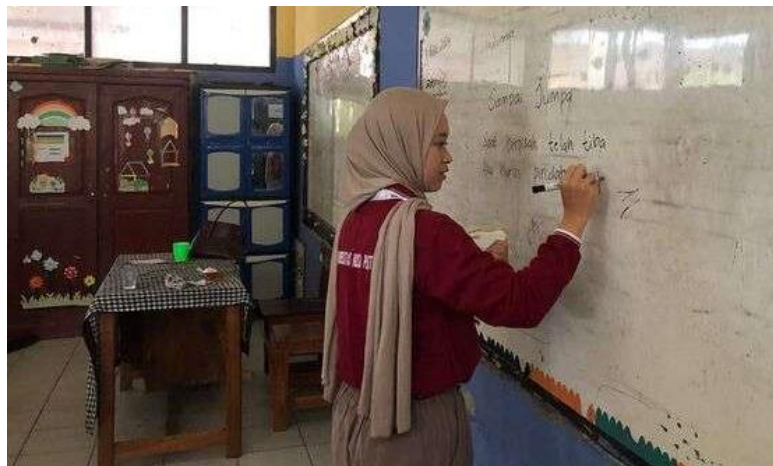


Figure 8. Reading Companion Activity  
Source: KKN Desa Cimaja



Figure 9. Mentors Reading Stories to Students  
Source: KKN Desa Cimaja



Figure 10. Mentor Teaching Alphabets  
 Source: KKN Desa Cimaja



Figure 11. Ice Breaking Activity  
 Source: KKN Desa Cimaja

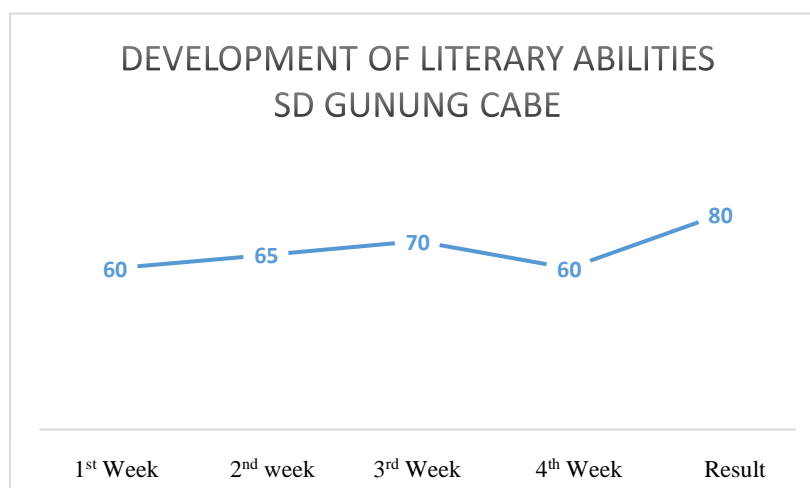


Figure 12: Graph of the Development of Literacy Skills at Gunung Cabe Elementary School

The graph of the development of literacy skills at Gunung Cabe Elementary School is the result of one month of learning. Data is taken directly in the field by each mentor and collected to the person in charge of the learning assistance program. From a population of 192 students, a sample of 39 people from grade 1 to grade 6 with literacy skills must be accompanied by KKN student mentors. Each child who has progress with good information will be given a score of 5 points, 3 points for students who have fair progress and 1 point for students with poor progress. The scores of 60, 65, 70, 60 and 80 are the accumulated points earned by students during the learning period and then processed using excel and visualized with a line diagram to see the extent of the literacy development of SD Gunung Cabe.

Observations during the program showed that students in grades 1 to 6 at SD Gunung Cabe showed significant progress in their reading, writing and arithmetic skills during the one-month implementation of the learning assistance program. Improvements in reading fluency were seen, with first graders increasingly able to overcome obstacles in reading words containing affixes, such as prefixes and suffixes. Second-level students also showed progress in reading more fluently, while third-level students experienced significant improvements in their ability to read syllables and more complex words.

## E. Conclusion

The mobile library and learning assistance program in Cimaja Village showed a positive impact in increasing elementary school students' interest in literacy. Through this program, there was a significant improvement in students' reading, writing and arithmetic skills during the one-month implementation. The Balanced Literacy method applied managed to integrate reading, writing and arithmetic learning effectively, while the personalized approach to learning created an emotional bond between mentors and students and increased students' interest in learning. The mobile library program was implemented for one month, which may be limited to achieve sustainable changes in students' literacy, however, with the mobile library program, students gained wider access to reading materials and learning resources, helping to address the gap in access to education and improve literacy in Cimaja Village during this one month.

Thus, this program not only helps to improve students' literacy skills, but also plays a role in building a strong foundation for more complex learning in the future. Through collaboration between the university, local government and the local community, efforts to improve literacy can continue to create sustainable changes in educational progress in rural areas such as Cimaja Village.

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