



THE ROLE OF COMMUNITY READING PARKS (TBM) IN LITERACY IMPROVEMENT: A LITERATURE STUDY

Yunita Atmasari¹, Amelia Riski Merdiana², Fitri Mutia³
Information and Library Science, Airlangga University, Indonesia

ARTICLE INFO

Article history:

Received: 11 Jan 2024

Accepted: 27 Jun 2024

Published: 28 Jun 2024

Keyword:

TBM, role of TBM,
literacy education

ABSTRACT

Non-formal education, like Taman Baca Masyarakat (TBM), fosters individual potential across gender, age, and occupation. TBMs provide community access to information, supporting SDG 4.6 on literacy. Cultivating reading interest demands ongoing innovation. This study reviews TBMs' impact on community literacy from 2019 to 2023, emphasizing improved reading interest, education quality, and cultural creativity. TBMs significantly contribute to literacy and cultural development in communities.

INTRODUCTION

Education is one that plays an important role in determining the quality of human resources. Education in Indonesia is divided into three, namely, formal, informal, and non-formal education (Mursalim, 2019). Formal education has characteristics that are structured starting from early childhood education, elementary school (basic education), secondary education (junior high), to upper education (SMA). Then for informal education is not structured as in schools generally. However, informal education can be obtained from the environment or activities that have been held. And for non-formal education is not also bound by structures and institutions. Non-formal education does not look at age range, gender, or background and can be used in the development of self-ability.

Education is entitled to everyone as in article 28c paragraph 1 of the 1945 Constitution that "Everyone has the right to develop themselves through the fulfillment of

their basic needs, the right to education and to benefit from science and technology, art, and culture, in order to improve the quality of life and for the welfare of mankind". Non-formal education can be a helper for those who drop out of school or if they want to develop their abilities. One of the non-formal education is the community reading garden (TBM).

Community reading park (TBM) is an institution that provides reading materials as a source of information and is organized for the development of community literacy (Ministry of Education and Culture, 2020). TBM embraces all walks of life from early childhood, adolescents, and the elderly. The reading materials available in TBM are provided with the aim of increasing public interest in reading.

Government efforts in improving the quality of community resources are carried out by information literacy improvement programs. Information literacy is an ability to find information to know how to evaluate, organize, and use information in learning, solving problems, and making decisions (N. R. Haspuji, 2021). According to the *National Institute for Literacy* in (Sri Wulandari, 2021) literacy is literacy in literacy including, reading, writing, speaking, counting, and solving problems in daily skills.

Based on the background above, the author is interested in Article Review: The Role of Community Reading Gardens in Improving Literacy. The purpose of writing this article is to find out how high the interest in literacy with the existence of Community Reading Gardens (TBM) among the community. The success point of increasing reading interest is also influenced by the accessibility of reading materials or collections that are in accordance with the needs of the community and activity programs designed for TBM.

METHOD

This article was conducted using a literature review study. Literature study is a research method that uses secondary data sources in obtaining data, such as referring to previous research results, referring to encyclopedias, scientific articles, theses, theses, and other sources. According to Sukaesih and Winoto (2020), literature review studies are activities in finding written sources, both from books, archives, magazines, journals, and documents related to the topic studied. Nihayati (2021) states that the review literature is prepared using the method of reviewing, summarizing, and the author's thoughts on several sources from library materials related to the problems and topics discussed.

The study that the author conducted used information literacy from various scientific articles and from the last five years of writing. The selection of this literature was carried out for the reason of ensuring the completeness and diversity of information sources used in the study and to find out what factors affect the role of literacy in TBM.

From some of the opinions above, it can be concluded that literature review studies are an activity in collecting previous research data by reading, recording, and managing. This data collection technique uses several studies obtained from several online literature sources.

DISCUSSION

A literature review study conducted using fifteen (15) articles from previous research based on the author and year of publication of the journal, journal title, method performed, and the results of the findings studied. The publication year of the journal is taken in the last five years so that there is no significant difference. The purpose of conducting a literature review study is to find out how high the interest in literacy with the existence of TBM among the community.

Table 2. Analysis of Scientific Articles

| Author, Year | Journal Title | Discussion |
|---|---|---|
| Sirodjul Munir, Asep Hidayatullah, 2019 | The Role of Community Reading Gardens (TBM) in Increasing Interest and Culture of Reading in Ciamis Regency | The TBM taken are TBM Harum and TBM Cahaya Ilmu. TBM Harum held the SEPAKAT (System of Direct Introduction of Books to the Community) program with activities carried out, namely reading corners for each hamlet, creating blogs, mobile libraries, and the program activist team. Meanwhile, TBM Cahaya Ilmu has programs, namely iqra reading lessons, ABK lessons (special needs children), music lessons (pianika), math lessons (elementary school), English lessons (SD), making ape (educational props) from used goods, memorizing short letters of the Qur'an, and resume books that have been read. The results obtained are able to increase people's interest in reading, bring reading places closer, transmit reading habits to children, and increase innovation. So that the two TBMs are able to increase the interest and reading culture |

| | | |
|--|--|--|
| | | of the community as a source of learning, information, and recreation. |
| Dwiyantoro, 2019 | The Role of Mata Aksara Community Reading Garden in Fostering Interest in Reading in the Community | <p>TBM Mata Aksara has a collection of 6,000 copies, targeting children, adults, and the elderly. The number of collections is limited, a book donation box program was formed. The existing facilities are book collections, reading rooms, free wifi, tree houses, fish pond practices, and mobile motorcycles.</p> <p>Work programs carried out, conducting direct practice of livestock cultivation & agriculture, making works (clippings), introducing children's talent interests, and introducing culture to children.</p> <p>TBM Mata Aksara can contribute to fostering reading interest in the local community.</p> |
| Trimo Septiono, Soesilo Z., Syarifuddin S., 2019 | The Active Role of Community Reading Gardens in Knowledge Formation: A Case Study of Anak Bangsa Library, Malang Regency | <p>This TBM is called the National Children's Library (PAB) with a focus on providing community reading materials. The programs implemented are the introduction of reading materials and the development of user communities (education, recreation, and information networks).</p> <p>Activities in PAB have a very positive impact that is able to instill a culture of reading in the local community with the right approach.</p> |
| Fatur Prahardika, 2020 | The Role of Silayung Community Reading Park in Improving Information Literacy | TBM Silayung in improving information literacy is still in the planning stage, but in the near future it will implement a positive internet activity program. This program is expected to help the surrounding community understand and receive information literacy. |
| Sri Nurhayati, Helena A, 2020 | The Role of Srikandi Community Reading Garden (TBM) in Increasing Reading Interest of Residents Learning Package B | TBM Srikandi increases interest in reading by identifying the needs and hobbies of local residents. TBM Srikandi programs include cooking competitions, reading corners and smart motorcycles, and reading <i>reviews</i> . However, behind the innovation in the existing program, it turns out that residents read as entertainment. So that the increase in reading interest of residents learning package B has not been fully successful. It is expected that the existing program can last longer and consistently. |

| | | |
|------------------------------------|--|---|
| Wiwin H, Faisal S, Dede N. Q, 2021 | The Role of the Ngejah Community in Succeeding the Literacy Program through AIUEO Community Reading Gardens | The literacy community provides reading services, free book lending, reading village movements, and reading corners. Then the establishment of TBM AIUEO which can increase educational awareness, understand the importance of literacy, and encourage critical thinking. |
| Cut Afrina, Irwan, 2021 | The Role of Community Reading Gardens (TBM) in Building a Literacy Culture Based on Local Wisdom in Padang Panjang City. | This TBM focuses on literacy culture based on local wisdom in Padang Panjang City. This TBM has different program specifications. Activities include storytelling, writing, music, macrame skills, culinary, processing second-hand goods, Qur'an garden. Inserted with the cultivation of the value of local wisdom. For example, storytelling that inserts messages of local wisdom in stories told about Minangkabau local wisdom culture. |
| Agung P, Heru S, 2022 | The Role of Reading Gardens in Improving Literacy Culture | TBM Jiwa Khatulistiwa divides two movements in improving literacy, namely the National Literacy Movement (GLN) and the Character Education Movement. GLN has activity programs including literacy, numeracy literacy, science literacy, digital literacy, cultural and civic literacy, and financial literacy. Then for the Character Education Literacy Movement includes, reading activities, interactions between children in the environment. TBM Jiwa Khatulistiwa through the literacy movement made people aware of the importance of literacy culture. |
| Afifatul A, Hinggil P, 2022 | The Role of Community Learning Center in Improving Literacy Culture in Kolong Ciputat Community Reading Park | TBM Kolong has high enthusiasm with existing programs. Among them, reading gardens, performing art or creation, <i>reading a loud</i> , and dancing together. TBM Kolong is considered as a place to develop potential and empower the community in the scope of non-formal education. |
| Nasrullah, 2022 | The Role of the Ballak Kana Library Community Reading Garden in increasing Reading Interest | TBM Pustaka Ballak Kana has 1000 book collections with a program of reading terrace activities and mobile book stalls. Mobile book stalls are carried out 2-3 times a month by going around from village to village. In addition to these two programs, there are also annual events, namely literacy dialogue and word & us camps. The obstacles faced include |

| | | |
|---|--|--|
| | | the lack of interest from the community, the lack of reading materials as needed, the distance between distant villages and damaged roads, and it is difficult to escape from online games. |
| Sinthia Rahmi, 2022 | The Role of Hendra Reading Garden as an Educational Function for the Community | Hendra Reading Park serves as a source of community learning, information, and recreation. This reading garden plays a very important role for the community by having a positive impact in advancing the function of education. |
| Risfaldi Akbar S, M. Nasihudin A, 2023 | The Role of Tengku Luckman Sinar Community Reading Park in Providing Historical Resources in Medan City | TBM Tengku Luckman Sinar has a collection of 7000 copies, 500 manuscripts, and a collection of 50 <i>audio-visual</i> historical films. The role of TBM Tengku Luckman Sinar in fostering public interest in reading is very significant. Through a visit program and a collection of books derived from historical sources. |
| Titi Rahmah, Ino S. R, Hidayatulla H, 2023 | The Role of Community Reading Gardens (TBM) Rumah Tukik in Increasing Children's and Youth Art Creativity in Bandulu Village, Anyer District, Banten | TBM Rumah Tukik Anyer serves as a learning resource, source of information, and as a place of recreation. This TBM has a total collection of 6000 copies with excellent programs of artistic creativity. Apart from being an increase in literacy interest, it is also a place to increase the artistic creativity of children and adolescents. Activities are held on Saturdays and Sundays. TBM Rumah Tukik Anyer plays a very important role in the development of artistic creativity, it is proven that many children are proficient in their fields to be able to fight in competitions. This is one way to generate motivation for children to love literacy. |
| Mukhamad H. S, Umi K, 2023 | The Role of Community Reading Gardens in Introducing Research Culture (Case Study of Wadas Kelir Purwokerto Community Reading Park) | TBM Wadas Kelir has a one-week one-research program for volunteers. The main activities are writing journal articles, reference management training, and writing practice. These activities get results in improving the quality of volunteer resources and increasing material resources. TBM Wadas Kelir has a unique activity program that is able to make a habit of reading. |
| And M, Nunu M. F, 2023 | The Role of Reading Gardens on Community | TBM Stone Garden has activity programs including, cultivating the love of reading, community literacy, <i>fun</i> & |

| | | |
|---|---|---|
| | Reading Interest in Stone Garden Community Reading Gardens | <i>outbound</i> science, introduction and preservation of nature, and educational tours. The existing activities are flexible by adjusting the wishes of TBM members to increase motivation in increasing reading interest. It is proven that in one month people are able to read four books and in one year they can read 40 books at TBM Stone Garden. |
| Mufti, Mahira Mujahida Ani, Anita Anita, and Evi Afianti., 2022 | The Role of TBM Bilik Urang in Pre-school Children's Basic Literacy Learning | Taman Bacaan Masyarakat (TBM) is one of the facilities that facilitate pre-school children in recognizing literacy. The existence of TBM Bilik Urang helps introduce literacy to pre-school children, especially those from low-income families. TBM Bilik Urang volunteers have a role in introducing literacy to children through planned strategies and activities. |
| Yaris Yulianto, Ana Irhandayaningsih, 2019 | Community Empowerment through Community Reading Gardens (TBM): A Case Study in Pledokan Village, Sumowono District, Semarang Regency | The role of TBM Rumah Uplik in community empowerment in Pledokan Village, Sumowono Sub-district, Semarang Regency includes: first, increasing knowledge through the Reading Gardens and Uplik Roving program. Second, improving skills through the Art Studio and Creativity Workshop programs. Third, providing various facilities for the community which include providing collections, lending collections, providing art equipment, conducting marketing activities and providing health services through free medical activities. |
| Febrianti Angginaloi, Ardianto Ardianto, Nur Fadli Utomo, 2021 | The Role of Tut Wuri Handayani Community Reading Center (TBM) in Developing Literacy of Muslim Community in Gangga Dua Island, West Likupang District, North Minahasa Regency | Taman Bacaan Masyarakat (TBM) Tut Wuri Handayani sees factors that can affect community literacy, namely age, gender, intelligence, reading ability, psychological needs, types of books, number of books. This is because these factors come from within a person and come from outside. Implementation obstacles that occur in TBM Tut Wuri Handayani are the collection of Islamic books is still lacking, mentoring in activities still need to be improved, and reading rooms that still use office space for storage of books. |
| Nur Santy, Jazimatul Husna, 2019 | The Role of The Lentera Hati Community Reading Park as a | TBM Lentera Hati plays a very important role for fishermen children in Karangsong Village as a provider of information, as a non-formal learning resource, and as a place for public |

| | | |
|--------------------------|---|--|
| | Means of Non-Formal Learning For Children of Fishermen in Karangsong Village, Indramayu Sub-District Indramayu District West Java | activities. The non-formal learning activity program at TBM Lentera Hati includes English classes, writing classes, literacy picnics, and reading corners. The existence of these activities the role of TBM Lentera Hati can help fishermen's children in adding insight, experience, knowledge, skills and as a complement to formal education. English classes, writing classes, literacy picnics, and reading corners. The existence of these activities, the role of TBM Lentera Hati can help fishermen's children in adding insights, experiences, knowledge, skills and insight, experience, knowledge, skills and as a complement to formal education. formal education |
| Mubarok, Moh. Amar, 2021 | The Role of TBM in Increasing Interest in Reading Through Activities at TBM 09 Griya Kebraon Utara Surabaya | The management of TBM 09 encourages the community to have an interest in coming and doing the desired activities. this desire exists because, has the drive and motivation to make the desire of interest. When local residents have curiosity and will eventually lead to awareness. |

The research methods used all use qualitative research with almost all descriptive approach methods. Based on the analysis of TBM's role research, various activity program models were carried out to improve literacy in the surrounding community. The program of activities carried out broadly includes learning and recreation functions. The program of activities carried out can be categorized in increasing literacy in reading interest, supporting the quality of education, and increasing artistic and cultural creativity. The following is a grouping based on the work program implemented:

1. The role of TBM in increasing reading interest literacy
 - The Role of Community Reading Gardens (TBM) in Increasing Interest and Culture of Reading in Ciamis Regency.
 - The Role of Mata Aksara Community Reading Gardens in Fostering Interest in Reading in the Community.
 - The Role of Silayung Community Reading Park in Improving Information Literacy.

- The Role of Srikandi Community Reading Garden (TBM) in Increasing Reading Interest of Residents Learning Package B.
- The Role of the Ngejah Community in Succeeding the Literacy Program through the AIUEO Community Reading Garden.
- The Role of Reading Gardens in Improving Literacy Culture.
- The Role of Community Learning Center in Improving Literacy Culture in Kolong Ciputat Community Reading Park.
- The Role of the Ballak Kana Library Community Reading Garden in increasing Reading Interest.
- The Role of Reading Gardens on Community Reading Interest in Stone Garden Community Reading Garden.
- The Role of Tut Wuri Handayani Community Reading Center (TBM) in Developing Literacy of Muslim Community in Gangga Dua Island, West Likupang District, North Minahasa Regency

2. The role of TBM in supporting the quality of education

- The Active Role of Community Reading Gardens in Knowledge Formation: A Case Study of Anak Bangsa Library, Malang Regency.
- The Role of Hendra Reading Garden as an Educational Function for the Community.
- The Role of Taman Baca Masyarakat Tengku Luckman Sinar in Providing Historical Resources in Medan City.
- The Role of Community Reading Gardens in Introducing Research Culture (Case Study of Wadas Kelir Purwokerto Community Reading Park).
- The role of TBM in enhancing artistic and cultural creativity
- The Role of Community Reading Gardens (TBM) in Building a Literacy Culture Based on Local Wisdom in Padang Panjang City.
- The Role of Community Reading Gardens (TBM) Rumah Tukik in Increasing Children's and Youth Art Creativity in Bandulu Village, Anyer District, Banten.
- The Role of TBM Bilik Urang in Pre-school Children's Basic Literacy Learning

The following is a grouping based on the work program implemented:

1. The role of TBM in increasing reading interest literacy

The program of activities carried out such as, the existence of reading corners, mobile libraries, reading lessons, music lessons, resume books, making clippings, reading reviews, national literacy movements, character education movements, read a loud, science fun & outbound, and community literacy.

2. The role of TBM in supporting the quality of education

The program of activities carried out includes, introduction of reading materials, development of the user community, visits, one week and one research.

3. The role of TBM in enhancing artistic and cultural creativity

The work programs carried out are storytelling, writing, processing of used goods, Qur'an garden, artistic creativity.

The grouping of work programs in each TBM can explain that each TBM has a different success point according to the conditions around its environment. As in "The Role of Community Reading Gardens (TBM) in Increasing Interest and Culture of Reading in Ciamis Regency" held for underprivileged communities. The output obtained by the community receives the activity program well. However, the existing TBM is not optimal in providing internet-based information. While "The Role of Srikandi Community Reading Garden (TBM) in Increasing Reading Interest of Residents Learning Package B" is intended for residents who study in package B. The output obtained, there are still many residents who only learn when given assignments and study as entertainment to drive away boredom. So that TBM, PKBM, and family support innovative programs for better learning stability.

The overall role of TBM in each activity results in an increase in terms of literacy, reading interest, supporting the quality of education, or artistic and cultural creativity. Here are the outputs of TBM's role in various activities:

- a. The Role of Community Reading Gardens (TBM) in Increasing Interest and Culture of Reading in Ciamis Regency.**

In the TBM studied in Ciamis Regency, namely TBM Harum and Cahaya Ilmu there are various programs. TBM Harum has a SEPAKAT program (System of Direct Introduction

of Books to the Community) with the application of, 1) Hamlet reading corner; 2) Utilization of technology by creating blogs; 3) Mobile libraries; 4) Activist team. As for TBM Cahaya Ilmu has iqra reading tutoring programs, special needs children's tutoring (ABK), music lessons (pianika), math and English tutoring (SD), making educational props from used goods, and resume books.

The output produced is:

1. Increase people's interest in reading
2. Bringing reading places closer to the community
3. Awareness from parents in the importance of reading
4. Increase innovation in information delivery

b. The Role of Mata Aksara Community Reading Gardens in Fostering Interest in Reading in the Community.

TBM Mata Aksara collaborates with KPD Sleman, BPAD DIY, Dikmas, Directorate General, PAUDNI, Ministry of Education and Culture, and volunteers to obtain collections and facilities. Facilities available include a collection of books, a reading room, free wifi, a tree house, a fish pond practice, and a mobile motorcycle. In line with its function as a learning resource, source of information, and place of recreation, TBM Mata Aksara plays a role in increasing reading interest for children and providing information for the community.

c. The Active Role of Community Reading Gardens in Knowledge Formation: A Case Study of Anak Bangsa Library, Malang Regency.

This TBM focuses on providing community reading materials. To attract people to like to come to the National Children's Library, of course, with the fulfillment of collections or reading materials that are prioritized. In accordance with the program carried out, namely, the introduction of reading materials and the development of the community of education, recreation, and information networks. With this program, it produces output, namely the community can instill a culture of reading with the right approach.

d. The Role of Community Reading Gardens (TBM) in Building a Literacy Culture Based on Local Wisdom in Padang Panjang City.

This TBM has different program specifications. Activities include storytelling, writing, music, macrame skills, culinary, processing second-hand goods, Qur'an garden. Inserted with the cultivation of the value of local wisdom. For example, storytelling that inserts

messages of local wisdom in stories told about Minangkabau local wisdom culture. The resulting output can increase understanding and love of local wisdom values and provide space for the community to develop skills and interests through a variety of diverse literacy-based activities. This program focuses on strengthening local culture, creating creative and educational spaces for the community, and providing a platform for the development of various skills.

e. The Role of TBM Bilik Urang in Pre-school Children's Basic Literacy Learning

Taman Baca Masyarakat (TBM) Bilik Urang exists as a place to introduce literacy to children. TBM Bilik Urang volunteers use the reading aloud method to introduce literacy. Reading aloud is a method of reading out loud and clearly (Henry, 2015). When doing reading aloud, teachers use gestures and facial expressions. In addition, teachers should also be able to develop understanding of the text and ask questions to engage children (Lane & Wright, 2007). In the reading aloud method, books become the main media. Jim Trelease in his book *The Read Aloud Handbook* (2013) states that the absorption of new vocabulary through hearing is more effective than through writing. Therefore, teachers need to consider the book criteria well (Lane & Wright, 2007). Jim (2013) explains several criteria in book selection, including: an interesting plot so that children are curious and continue to listen to the story, the presence of pictures, a familiar story and language that is easy to understand, and a simple storyline that is easy for children to understand.

CONCLUSION

Research on the role of Community Reading Gardens which have different activity programs with the same goal, namely increasing literacy in the surrounding community. The program carried out includes learning and recreational functions. The role produced by all Community Reading Gardens that have been studied concludes that each Community Reading Garden has positive values and the output produced is also positive in terms of literacy, reading interest, education, and artistic and cultural creativity. Each Community Reading Garden certainly also has a different success point based on the program being run. And the role of TBM can significantly improve literacy through various activity programs. The output generated by the role of each TBM also shows a positive increase and contributes

to creating a more literate society. So that each TBM plays a role in increasing literacy in the community.

RECOMMENDATION

The existence of this research study is expected to add knowledge related to the role of TBM in the community. So that it can develop innovations to support literacy for the surrounding community.

References

- Afrina, C. &. (2022). Peran Taman Bacaan Masyarakat (TBM) Dalam Membangun Budaya Literasi Berbasis Kearifan Lokal di Kota Padang Panjang. *Proceedings Icis*, 1(1).
- Angginaloi, F. d. (2021). Peran Taman Bacaan Masyarakat (TBM) Tut Wuri Handayani dalam Mengembangkan Literasi masyarakat Muslim di Pulau Gangga Dua, Kecamatan Likupang Barat, Kabupaten Minahasa Utara. *Journal of Islamic education: The teacher of Civilization*, 2(2).
- Azizah, A. &. (2022). Peran Community Learning Center dalam Meningkatkan Budaya Literasi di Taman Bacaan Masyarakat Kolong Ciputat. *Edumaspul: Jurnal Pendidikan*, 6(1), 1311-1316.
- Dwiyantoro, D. (2019). Peran Taman Bacaan Masyarakat Aksara dalam Menumbuhkan Minat Baca pada Masyarakat. *Jurnal Kajian Informasi & perpustakaan*, 7(1), 19-32.
- Herwina, W. Q. (2021). Peran Komunitas Ngejah Dalam Mensukseskan Program Literasi Melalui Taman Bacaan Masyarakat AIUEO. *P2M STKIP Siliwangi*, 8(1), 91-96.
- Maulana, A. &. (2023). Peran Taman Bacaan Terhadap Minat Baca di TBM Stone Garden. *Comm-Edu (Community Education Journal)*, 6(2), 62-69.
- Mubarok, M. (2021). Peran TBM dalam meningkatkan Minat Baca melalui Kegiatan di TBM 09 Griya Kebraon Utara surabaya .
- Mufti, M. A. (2022). Peran TBM Bilik Urang dalam Pembelajaran Literasi Dasar Anak Pra Sekolah. *As-Sibyan:Jurnal Pendidikan Anak Usia Dini*, 7(1), 103-112.

- Munir, S. &. (2019). Peran Taman Bacaan masyarakat (TBM) dalam Meningkatkan Minat dan Budaya Baca di Kabupaten Ciamis. *Literasi: Jurnal Bahasa dan sastra indonesia serta Pembelajarannya*, 3(1), 23-29.
- Nasrullah, N. (2022). peran Taman Baca Masyarakat Pustaka Ballak Kana dalam Meningkatkan Minat Baca. *LibTech: Library and Information Science Journal*, 3(1), 22-32.
- Nurhayati, S. &. (2020). Peran Taman Bacaan Masyarakat (TBM) Srikandi dalam Meningkatkan Minat Baca Warga Belajar Paket B. . *Kebijakan Pendidikan Nasional: Pendidikan Non-Formal dan Pendidikan Anak Usia Dini*, 335-343.
- Prahardika, F. (2020). Peran Tamn baca Masyarakat Silayung dalam Meningkatkan Literasi Informasi. *Comm-Edu (Community Education Journal)*, 3(1), 50-55.
- Prayogo, A. (2022). Peran Taman bacaan Masyarakat Dalam Meningkatkan Budaya Literasi. *Jurnal Imam Bonjol:nKajian Ilmu Informasi dan Perpustakaan*, 6(2), 107-119.
- Rahmah, T. R. (2023). Peran Taman Bacaan Masyarakat (TBM) Rumah Tukik dalam Meningkatkan Kreativitas Seni Anak dan Remaja di Kelurahan Bandulu Kecamatan Anyer Banten. *Equilibrium: Jurnal Pendidikan*, 11(2), 246-256.
- Rahmi, S. (543-551). Peran Taman Bacaan Hendra Sebagai Fungsi Pendidikan untuk Masyarakat. *Nautical: Jurnal Ilmiah Multidisiplin Indonesia*, 1(7), 2022.
- Samiaji, M. &. (2023). Peran Taman Bacaan Masyarakat dalam Mengenalkan Budaya Riset (Studi Kasus Taman Bacaan Masyarakat Wadas Kelir Purwokerto). *Jurnal AKRAB*, 14(1), 1-11.
- Santy, N. &. (2019). Peran Taman Baca masyarakat Lentera Hati sebagai sarana Pembelajaran Nonformal untuk Anak-anak Nelayan Desa Karangsong Kecamatan Indramayu Kabupaten Indramayu Jawa Barat. *Jurnal Ilmu Perpustakaan*, 6(4), 41-50.
- Septiono, T. Z. (2019). Peran Aktif Taman Bacaan Masyarakat dalam pembentukan Pengetahuan: Studi Kasus Perpustakaan Anak Bangsa, Kabupaten Malang. *Jurnal Ilmu Perpustakaan, dan Informasi*,

21(2), 4.

Siregar, R. &. (2022). Peran Taman Baca Masyarakat Tengku Luckman Sinar Dalam Menyediakan Sumber Sejarah di Kota Medan .

Yuliyanto, Y. &. (2019). Pemberdayaan Masyarakat Melalui taman baca Masyarakat (TBM): Studi Kasus di Desa Pledokan Kecamatan Sumowono Kabupaten Semarang. *Anuva: Jurnal Kajian Budaya, Perpustakaan, dan Informasi*, 3(4), 377-386.