

The Community Reading Garden of Kasepuhan Banten Kidul: Opening Access to Reading Literacy in the 4.0 Era

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Abstract—The Community Reading Garden (TBM) of Kasepuhan Banten plays an important role in enhancing the reading literacy of the community, especially in the challenging digital era. This study aims to explore the role of TBM in opening access to reading literacy in the Kasepuhan Banten region and its impact on improving the reading skills of the community in the 4.0 era. Using a qualitative approach with a descriptive method, data were collected through observations, in-depth interviews, and focus group discussions (FGD) with TBM managers and users. The findings show that TBM has successfully provided broader access to reading through physical and digital book collections, as well as utilizing technology to support literacy activities. However, there are challenges related to limited technological infrastructure, low digital skills among some members of the community, and a lack of resources for more optimal management. This study offers recommendations to enhance the role of TBM by strengthening the use of technology and providing digital training for the community to improve reading literacy in Kasepuhan Banten.

Keywords—Community Reading Garden; reading literacy; 4.0 era; Kasepuhan Banten Kidul

I. INTRODUCTION

In the era of the Industrial Revolution 4.0, digital technology has brought significant changes in various aspects of life, including literacy. Literacy is one of the key components in human resource development. In the Industrial Revolution 4.0 era, literacy not only encompasses the ability to read and write but also includes critical thinking, creativity, and innovation skills [1]. The results of the 2022 Programme for International Student Assessment (PISA) show a decline in scores, particularly in the reading domain.

The reading score in PISA 2022 dropped by 12 points to 359, compared to 371 in 2018 [2]. Meanwhile, the National Medium-Term Development Plan (RPJMN) for 2024 targets a reading score of 392. This decline in PISA scores serves as a lesson for future efforts to improve literacy skills, particularly in reading activities.

The importance of efforts to improve reading literacy among the community lies in achieving the targets set by the government and enhancing the overall quality of education [3]. However, in Indonesia, access to literacy remains a significant challenge, especially in remote areas and indigenous communities. In the digital revolution era, access to information and reading materials should now be more readily available through digital platforms. Yet, amidst this progress, disparities in literacy access persist, particularly in regions with limited technological infrastructure and insufficient human resources [4]. One indigenous community facing this challenge is Kasepuhan Banten Kidul.

Kasepuhan Banten Kidul, a traditional community rich in traditions and culture, faces challenges in harmonizing technological advancements with the needs of its people. This community resides around Mount Halimun and includes several Kasepuhan groups, such as Kasepuhan Ciptagelar, Kasepuhan Cisungsang, Kasepuhan Cisitu, Kasepuhan Cicarucub, Kasepuhan Citorek, and Kasepuhan Cibedug [5]. Although the spirit of reading and learning remains vibrant, access to quality reading materials, both physical and digital, is still limited [6]. High dropout rates in remote areas are not uncommon, contributing to low reading literacy among the community, especially the younger generation, who are the future custodians of culture and tradition.

The Community Reading Garden (TBM) of Kasepuhan Banten Kidul serves as a solution and strategy to enhance literacy access in the region. This TBM functions as a literacy hub, providing various reading materials, including printed books and digital collections, while striving to integrate

technology to support literacy activities [7]. With an approach rooted in local wisdom and digital technology, the TBM aims to expand access to reading literacy and foster a more inclusive community amidst the changes brought by the digital era. The TBM in Kasepuhan Banten Kidul holds significant potential as a driving force for literacy improvement. By introducing diverse and relevant information resources, both in print and digital formats, the TBM can help the community better understand the broader world without losing their cultural identity.

This role is crucial, as literacy is not merely about reading but also about paving the way for the development of new skills that align with contemporary needs.

In its implementation, the TBM faces numerous challenges. Limited technological infrastructure, low digital literacy skills among the community, and insufficient resources to manage the TBM optimally are some of the obstacles that need to be addressed.

This phenomenon highlights the importance of strategic efforts in developing TBMs as literacy agents that are relevant to the needs of communities in the digital era. Therefore, this study aims to explore the role of the TBM in Kasepuhan Banten Kidul in opening access to reading literacy in the 4.0 era. The presence of the TBM in Kasepuhan Banten Kidul is not merely about providing reading materials but also about laying the foundation for a brighter future for the community. Literacy serves as a bridge to social, economic, and cultural transformation, enabling this indigenous community to advance without losing its identity

II. METHOD

A qualitative approach with a descriptive method was chosen to explore in depth the role of the Community Reading Garden (TBM) in Kasepuhan Banten Kidul in opening access to reading literacy in the 4.0 era. The main focus of this research is to understand how the TBM contributes to improving the community's reading literacy and the challenges faced in utilizing technology to support literacy activities.

The research informants consist of the TBM managers, active TBM users, and several community leaders who are connected to literacy activities in the area. The selection of informants was purposive, based on specific criteria: TBM managers who are directly involved in the operational activities and management, active TBM users who regularly access the reading materials at the TBM, and community leaders who have knowledge about reading literacy and the role of TBM in the community.

Data were collected through three main techniques: observation, interviews, and focus group discussions (FGD). Observation was conducted during activities at the TBM, both in terms of the use of physical and digital reading facilities, as well as the utilization of technology to support literacy activities. Interviews were conducted with TBM managers, users, and community leaders to gather their views on the role of the TBM in opening access to reading literacy and the challenges faced. The FGD was conducted with several TBM

managers and users to explore more deeply their perceptions and experiences related to reading literacy access and the use of technology in these activities.

In this study, the data obtained from observations, interviews, and focus group discussions (FGD) were analyzed using the thematic analysis approach developed by Braun & Clarke [8]. This analysis aims to identify patterns, themes, and meanings emerging from the data to understand literacy access in the Community Reading Garden (TBM) of Kasepuhan Banten Kidul in the 4.0 era. The data analysis stages used in this study are as follows:

1. **Data Reduction.** Data from observations, interviews, and FGDs were collected, recorded, and transcribed verbatim. Irrelevant data were selected and filtered to focus on information related to the research objectives.
2. **Data Categorization and Coding.** The reduced data were coded based on emerging key themes. Coding was conducted by rereading the transcripts and noting recurring patterns or categories.
3. **Thematic Analysis.** Once the categories were determined, an in-depth analysis was conducted to identify relationships between the categories. The emerging themes from the data were explored to understand the patterns reflecting literacy phenomena in TBM Kasepuhan Banten Kidul.
4. **Data Presentation and Interpretation.** The analyzed data were presented in a descriptive form with direct quotations from interviews and FGDs to strengthen the findings. Data interpretation was carried out by linking the findings with relevant theories and the socio-cultural context of the Kasepuhan Banten Kidul community.
5. **Conclusion Drawing and Data Verification.** Conclusions were drawn based on the thematic analysis results. Validation was conducted through source triangulation (comparing data from observations, interviews, and FGDs) and rechecking with participants to ensure data accuracy (member checking)

III. RESULTS AND DISCUSSION

The results of the research conducted at TBM Banten Kidul are as follows:

TABLE I. RESPONDENTS' RESPONSES TABLE

Question	Respondents' Responses	F	%
I Like Reading Books	Strongly Agree	14	27%
	Agree	13	25%
	Neutral	12	23%
	Disagree	13	25%
	Strongly Disagree	0	0%

Total		52	100%
TBM Programs motivated the improvement of reading interest	Strongly Agree	21	40%
	Agree	31	60%
	Neutral	0	0%
	Disagree	0	0%
	Strongly Disagree	0	0%
Total		52	100%
TBM Programs motivated the improvement of reading interest	Strongly Agree	21	40%
	Agree	31	60%
	Neutral	0	0%
	Disagree	0	0%
	Strongly Disagree	0	0%
Total		52	100%

These findings indicate a mixed level of reading interest among participants, with nearly half (52%) expressing a positive attitude toward reading, while a significant portion remained neutral or disinterested. All respondents (100%) acknowledged the positive impact of the TBM programs in increasing their reading interest. The combination of structured reading activities and community engagement has proven effective in fostering a reading culture

The Role of TBM in Opening Access to Reading Literacy in the Digital Era

The Community Reading Garden (TBM) of Kasepuhan Banten Kidul has provided broader access for the community to reading literacy, both through physical and digital book collections [9]. The TBM now has a diverse collection of books, ranging from children's books, textbooks, to general knowledge books that are relevant to the community's needs. In addition, the TBM has begun to develop a collection of digital books that can be accessed online through the digital platform provided by the managers. The community, which was previously limited to accessing physical books, now enjoys the convenience of accessing digital books. The presence of this digital book collection offers an opportunity for residents with limited mobility or those living in areas far from the TBM to still access quality reading materials.

The use of technology at the TBM Kasepuhan Banten Kidul is also evident in various literacy activities. In addition to providing digital books, the TBM also utilizes information technology to organize digital literacy training and seminars for the community. By using computers and the internet, training participants can learn how to access information through digital platforms, improve their digital literacy skills, and understand how to use technology to support learning and research.

The use of social media has also become a strategy employed by the TBM managers to inform the community about various literacy activities and to introduce the digital book collections available [10]. Thus, the TBM Kasepuhan Banten Kidul has become not only a physical space for reading

but also a technology-based learning hub that connects the community with the digital world.

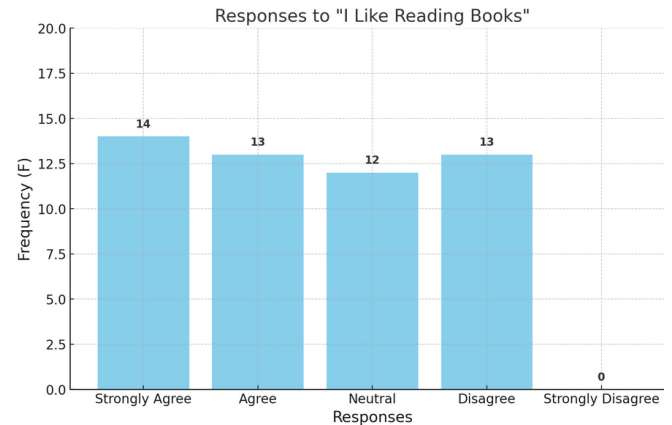


Figure I. Responses

Of the 52 respondents, the distribution of responses is fairly balanced. However, special attention needs to be given to the hesitant and disagreeing groups, which account for a cumulative 48%. This data indicates that TBM Banten Kidul has been quite successful in attracting the interest of the majority of respondents to read. However, nearly half of the respondents have doubts or dissatisfaction with their reading experience at the TBM. Therefore, evaluation and development strategies are needed, such as increasing the book collection, improving facilities, or introducing more engaging programs to enhance user interest and satisfaction.

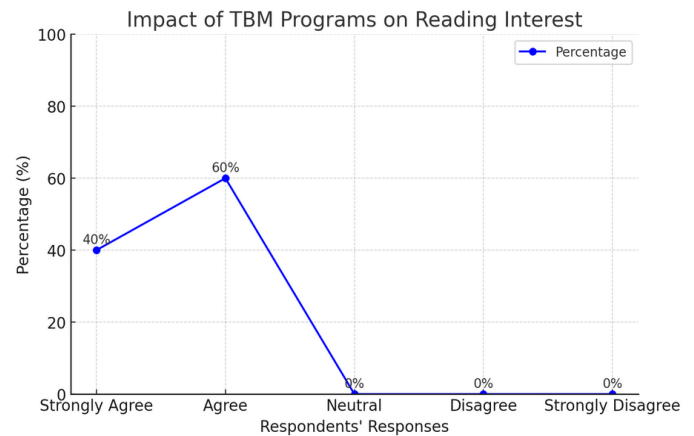


Figure II. Percentage

The Community Reading Garden (TBM) program in Kasepuhan Banten Kidul has successfully motivated the community to increase their interest in reading. This is reflected in the respondents' feedback, where 40% strongly agreed, and 60% agreed that the TBM program plays a significant role in fostering a reading spirit. No respondents were neutral, disagreed, or strongly disagreed, indicating that the TBM programs are well received and considered relevant to the community's needs. The curve shows an upward trend from Strongly Agree (40%) to Agree (60%), before dropping drastically to 0% in the Neutral, Disagree, and Strongly Disagree categories.

The conclusion from this curve indicates that the TBM program in Banten Kidul has significantly motivated the improvement of reading interest in the community. With 100% of respondents providing positive feedback, it can be concluded that this program has successfully achieved its goal of promoting a reading culture within the community.

The high percentage of positive support indicates that the TBM program is effectively designed to reach and motivate the community. Various initiatives, such as providing engaging reading materials, literacy-based activities, and an inclusive learning environment, have played an important role in raising awareness about the importance of reading [11]. The full support from the community demonstrates that the TBM has become a strategic literacy hub in fostering a reading culture within the indigenous community of Kasepuhan Banten Kidul.

The success of the TBM program also opens opportunities for further development. By maintaining the quality of existing programs, the TBM can expand its reach and introduce new innovations, such as digital literacy activities, critical reading skills training, or collaborations with schools and other local communities. This approach will ensure that the TBM continues to be an agent of change in enhancing literacy and empowering the Kasepuhan community in the 4.0 era.

Through reading activities relevant to technological advancements, the TBM helps the community adapt more easily to the demands of literacy in the digital era [12]. Thus, the TBM plays an important role in expanding access to literacy and enhancing the quality of lifelong learning. One alternative in overcoming limited access to books is the establishment of a Digital Reading Corner (POCADI).

Efforts of POCADI in Cultivating the Reading Interest of the Kasepuhan Banten Kidul Community



Figure IV. Discussion

In the mandate of Law Number 43 of 2007 on libraries, it is stated that in order to enhance the intelligence of the nation, a reading culture must be cultivated through the development and utilization of libraries as sources of information in the form of written works, printed works, and recorded works, along with Law Number 43 of 2009 on archiving [13]. In this regard, the government, represented by the Library and Archival Service of Lebak Regency, has taken various steps to improve the public's reading interest, such as providing free internet access to the community to access digital libraries (POCADI) Digital Reading Corner [14]. POCADI is implemented in all TBMs, particularly in the TBM of Kasepuhan Banten Kidul. Below is

the community's interest in using POCADI in the TBM. The implementation of POCADI begins with the provision of access to digital devices such as tablets, computers, and e-readers. These devices are equipped with an electronic book (e-book) collection, online articles, and other digital reading materials relevant to the local community's needs. Additionally, POCADI offers free internet access or Wi-Fi networks, enabling users to access a wider range of information, including educational resources and online training. Training on how to use digital devices and access educational content is regularly provided to the community, including children and teenagers. POCADI is also used in interactive activities such as book discussions, digital reading clubs, and online literacy competitions to encourage community participation.

The reading materials available in POCADI are tailored to the local cultural context, such as folk tales from Kasepuhan Banten Kidul or guides on traditional practices presented in digital formats. This approach aims to strengthen the community's sense of ownership of the POCADI program and enhance its appeal as a technology-based literacy hub. Through an inclusive approach, POCADI ensures that all groups, including those with limited exposure to technology, can benefit from the program.

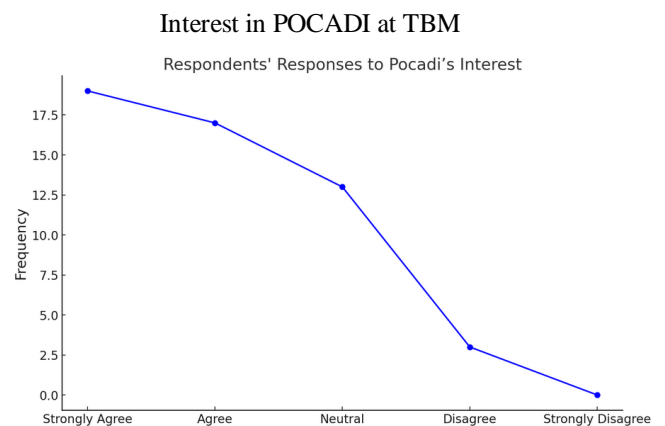


Figure III. Frequency POCADI

Only 3 respondents (6%) expressed no interest in POCADI. This number is relatively small compared to those who are interested, indicating that dissatisfaction or low interest in POCADI is only present in a small portion of the community. With an interest rate of 70%, POCADI has become one of the key elements in driving digital literacy in Kasepuhan Banten Kidul. This demonstrates that technology-based services can be well integrated into indigenous communities without diminishing local cultural values.

To increase the interest of neutral respondents and reduce the number of those who are not interested, several strategic steps are needed, such as:

1. Intensive socialization by introducing POCADI through promotional activities involving all levels of society.
2. Technical training by providing guidance to the community on how to make the most of the POCADI

services, especially for those who are less familiar with technology.

3. Adding engaging content by ensuring that the available digital content is relevant to the community's needs, such as e-books, educational videos, or interactive learning apps.
4. Collaboration with stakeholders by involving educational institutions, local governments, or private sectors to enrich POCADI services [15]

POCADI has a significant positive impact on improving the digital literacy of the community at TBM Kasepuhan Banten Kidul. With the right development strategies, POCADI can become a model for digital literacy that can be replicated in other indigenous communities. Furthermore, the existence of POCADI also serves as evidence that the integration of technology and local culture can harmoniously work together to build a more information-literate society in the digital era.

IV. CONCLUSIONS

Community Reading Gardens (TBM) play a strategic role in opening access to reading literacy in the digital era by utilizing technology as a bridge between the community and information resources. Through the provision of POCADI, which offers both physical and digital reading materials, TBM becomes an inclusive and adaptive literacy hub in response to changing times. The implementation of the POCADI program faces challenges related to limited technological infrastructure, low digital skills among some community members, and a lack of resources for more optimal management. The literacy programs organized by TBM, such as digital literacy training, book discussions, and interactive reading activities, also support the development of critical reading skills and the wise use of technology.

This research serves as a foundation for conducting further in-depth studies on the impact of the POCADI program on the literacy skills of the community, as well as the development of more comprehensive reading skills training modules to enhance the community's ability to utilize technology

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