

IMPLEMENTATION ANALYSIS OF SERVICES BASED ON SOCIAL INCLUSION IN THE COMMUNITY OF THE REPUBLIK GUBUK

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Abstract: This study aims to analyze the form of implementation of social inclusion-based services in the Republic Gubuk Community which is an association of Gubuk Baca in the Jabung area, Malang Regency. The research was conducted using a descriptive qualitative data analysis approach. data sources used primary and secondary data sources obtained through interviews, observation, and literature review. The results of the research show that the activities that are part of the program at the Gubuk Republik Community are a form of social inclusion-based library service which is in line with the concept of social inclusion-based library services developed by Utami and Prasetyo which describes several aspects, namely reading huts as facilitators in developing growth potential. economy, reading huts as a vehicle for problem-solving, reading huts as a center for community activities, and reading huts play an active role in the literacy movement through various activities such as BUMI Gubuk (Hut-Owned Enterprise), teaching thug, People's Campus, mobile library movement, and others. etc.

Keywords: Community Reading Gardens - Social Inclusion; Library Services - Transformation; Literacy Community

I. INTRODUCTION

Various kinds of efforts have been made by the community to support literacy improvement by developing TBM as an informal educational institution. The presence of TBM in the community is expected to be a means of independent learning, so that in the Technical Guidelines for Assistance for the Implementation of the Community Reading Gardens Program TBM is defined as a place for organizing various activities aimed at developing and increasing interest in reading and developing community literacy by utilizing all the potential of human resources and resources. natural resources by the needs of local communities.¹. Therefore, TBM needs to be designed in such a way according to the needs and comfort of the community so that the surrounding community has the will and freedom to utilize TBM as much as possible by its objectives and functions.

Gubuk Baca is one part of the TBM group spread across Jabung District, Malang Regency. Gubuk Baca was originally established on the initiative of a resident

¹ Ministry of Education and Culture, Technical Guidelines for Assistance for the Implementation of the 2018 Community Reading Gardens Program.



voluntarily to create a space that can be used by the community to study, create, preserve local culture and play. The initiative emerged when seeing the lives of local people, especially youth and children, spending more time just like that and not a few of them dropping out of school, because of this condition, youth are known as activities that have a negative influence. From this condition, the initiator of the Gubuk Baca slowly invites residents, especially youths who have dropped out of school, to join a community known as the Gubuk Baca.

The development of this community so that at this time many reading huts have been formed in the Jabung sub-district, Malang Regency which later became known as Republic Gubuk, Republic Gubuk has become a unifying forum for several reading huts that have been formed. Each reading hut has its own characteristics based on the background of its formation and the activities of the surrounding community so that the activities held are also different from each other, but have the same goal and mission, namely, to become a forum for the community to learn, work, play and preserve local cultures.

In general, these activities are considered to lead to the concept of social inclusion-based services which are the current transformation of library services, where the activities are carried out to prioritize the empowerment and development of the potential of the surrounding community so that the existence of this community can increase the independence, skills, welfare, and economy of the community. This research is in line with several previous studies conducted by Bernika, Grecia with the title *Taman Baca Pustaka Sebagai Perluasan Layanan Perpustakaan Khusus Berbasis Inklusi Sosial*. From this research it can be concluded that PUSTAKA Reading Park as a special library meets the minimum requirements for the development of a social inclusion-based library, namely resources, capacity, and opportunities.² Another study was also conducted by Prasetyawan with the title *Social Inclusion and Community Empowerment in Village Library Development*, from this research it was obtained that the ability of libraries to establish social interaction with the user community is a must-have capital so that the library remains lasting. Whether or not a library lasts can be seen in the public's awareness to utilize the library as a vehicle for developers and to add insight and information to develop their quality of life.³

Based on the background seen from the activities organized by the Republic Gubuk Community as well as previous studies, this study was conducted to analyze these activities as a form of implementing social inclusion-based services which is one of the government programs in realizing improved welfare. better known as welfare literacy.

II. THEORETICAL REVIEW

a. Social Inclusion-Based Library Service Transformation

The concept of social inclusion first appeared in Europe because of the increasing welfare crisis that resulted in social losses. The incident received special attention after

² Gresia Bernika, Br Sembiring, and Luki Wijayanti, "Taman Baca Pustaka as an Expansion of Special Library Services Based on Social Inclusion," *Pustaka Vision* 22, no. 3 (2020): 227–43.

³ Yanuar Yoga Prasetyawan and Patut Suharso, "Social Inclusion and Community Empowerment in Village Library Development," *Acarya Pustaka* 1, no. 1 (2015): 31–40, <https://ejournal.undiksha.ac.id/index.php/AP/article/view/7146/4874>.

being discussed at the World Summit for Social Development, Copenhagen, Denmark, 6-12 March 1995 known as the Copenhagen Declaration on Social Development. This declaration emphasizes the consensus on the program of action on the need to put society at the center of development. Community involvement in every development in a country or region can be referred to as social inclusion⁴.

According to the classification of the Coordinating Ministry for Human Development and Culture of the Republic of Indonesia there are six groups of people who are very likely to be affected by social exclusion. The six groups are victims of discrimination, intolerance, and religion-based violence; victims of gross human rights violations; shemale; remote indigenous and local communities who depend on natural resources; disability; and vulnerable children and youth.⁵ According to Faulkner (2012) in Bernika which states that to be included in social inclusion, a person must have the resources, capacities, and opportunities to manage them to learn, work, be involved, and have free opinions.⁶

In-Law No. 43 of 2007 article 1 paragraph 1 it is explained that a public library is a library intended for the wider community as a means of lifelong learning regardless of age, gender, ethnicity, race, religion, and socio-economic status.⁷ Along with developments related to reading interest, the government initiated the literacy movement as a national movement, wherewith the concept of the literacy movement, the government, in this case, the National Library of the Republic of Indonesia, cooperates with public libraries at the provincial and district/city levels and the general public continues to develop formal and informal institutions. non-formal in providing information resource centers including literacy communities.

With the transformation of library services, it is hoped that libraries will develop services so that they have a very important role in meeting information needs and improving the economy and community welfare. This has been initiated by the National Library of the Republic of Indonesia where PNRI is a library that has the responsibility to foster other libraries including literacy communities in realizing library transformation which aims to strengthen the role of libraries in improving the quality of human resources so that literacy skills can increase creativity and public welfare.⁸

Initially, the transformation of library services began with universal education and public libraries. Universal education is a concept of diversity education were children in the United States (US) regardless of social class, race, or religion are entitled to receive public education freely. This is based on the large diversity of immigrant populations from Asia, Africa, and Latin America in the US, causing libraries to also need to change to the addition of collections of other cultures and languages so that diversity does not

⁴ Dian Arya Susanti, "Implementation of the Concept of Social Inclusion in Higher Education; A Discourse1," *Media Librarian* 26, no. 3 (2019): 224–32, <https://ejournal.perpusnas.go.id/mp/article/view/543>.

⁵ Azyumardi Azra, "Social Inclusion; Six Groups" *Republika Online*, *Republika.co.id*, 2016, <https://republika.co.id/berita/oduyvf319/inclusion-social-six-group>.

⁶ Luki Sembiring; Bernika Br., Gresia; Wijayanti, "Taman Baca Pustaka as an Expansion of Special Library Services Based on Social Inclusion," *VISION OF THE LITERATURE: Inter-Library Information Network Bulletin*, 2020, <https://ejournal.perpusnas.go.id/vp/article/view/1045>.

⁷ The Republic of Indonesia, Law of the Republic of Indonesia Number 43 of 2007 concerning Libraries (Jakarta, 2007).

⁸ (Darmawan, Hartoyo; Rizky A Gumilar, 2020)

become a barrier to the public education. The establishment of public education also encourages the role of libraries through the opening of access to library services to the public, known as public libraries. This is the beginning of the formation of the concept of social inclusion.⁹ Rachman, 2019 concluded that the social inclusion-based library transformation model is an approach to library services that are committed to improving the quality of life and welfare of library user communities through library development that prioritizes community empowerment programs.¹⁰

In line with the above, Utami (2019) develops the concept of inclusion-based library service transformation from the old paradigm where library services have expanded meaning, emphasizing the library's task as a facilitator, a vehicle for reference in problem-solving, a center for community activities in developing self-potential, easy access to information resources, and the active role of the librarian as a mediator. These changes can be seen in the following diagram.

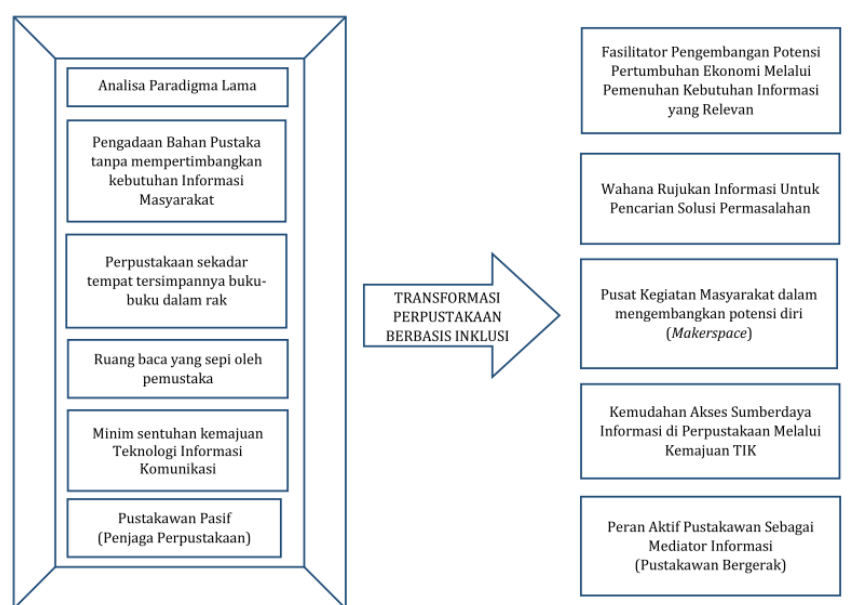


Figure 1. Social Inclusion-Based Library Transformation¹¹

b. Community Reading Park

Community Reading Park is an institution that fosters a love of reading for the community that provides reading materials in the form of books, tabloids, comics, newspapers, magazines, and other multimedia materials equipped with rooms for reading, discussion, book review, writing, and other literacy activities. and supported by

⁹ Bernika, Sembiring, and Wijayanti, "Taman Baca Pustaka as an Expansion of Special Library Services Based on Social Inclusion."

¹⁰ Rani Auliawati Rachman, Dadang Sugiana, and H Rohanda, "Success Strategy for Transforming Village Libraries Based on Social Inclusion for Prosperous Communities (Study on Gampingan Village Library Loves to Read Malang)," National Seminar on MACOM III Universitas Padjadjaran 2019, no. February (2019): 907–18, <https://www.researchgate.net/publication/338983808%0ASstrategy>.

¹¹ Dian Utami and Wahyu Deni Prasetyo, "Social Inclusion-Based Libraries for Community Socio-Economic Development," *Visi Pustaka* 21, no. 1 (2019): 29–35, <https://ejournal.perpusnas.go.id/vp/article/view/74>.

managers who act as motivators¹². Meanwhile, according to Prestansi defines community Reading Park is a place that is designed to be fun so that the surrounding community has the willingness to come and learn at the reading garden. The collection of books available must be by the needs of the community, the diversity of the collection of books must be considered so that people do not feel bored and bored with the existing collections. Books as community learning resources are read by visitors according to the interests and needs of the visitors themselves.¹³

From some of these definitions, it can be concluded that the Community Reading Park is a non-formal community formed by the government and the local community which is designed in such a way as to create comfort for the community to fulfill the needs of information sources, learning resources, playing, and creating and doing activities.

As for the purpose the holding of Community Reading Park based on the Technical Guidelines for the Implementation and Management of Community Reading Parks, namely (1) improving literacy, and reading skills; (2) developing interest and love of reading; (3) building a reading and learning community; (4) encouraging the realization of a lifelong learning society; (5) realizing the quality and independence of the knowledgeable people, skilled, developed cultured, and civilized.¹⁴

In addition, the Technical Guidelines also explain some of the functions of the Community Reading Gardens, including:

1. **Learning Resources.** Community Reading Parks by providing reading materials, mainly books are learning resources that can support lifelong learning communities, such as knowledge books to open their horizons, as well as various practical skills that can be practiced after reading, for example, food recipe books, management procedures. yards, etc., as well as books that can support the economic improvement of the surrounding community.
2. **As a source of information.** Community Reading Park by providing reading materials in the form of newspapers, tabloids, references, booklets, and/or internet access that can be used by the public to search for the latest information widely.
3. **As a place of recreation-education.** The non-fiction books provided provide educational and fun entertainment. Furthermore, Community Reading Park with the reading materials provided can bring people to be more mature in their behavior, socializing in the community.

Departing from the definition, purpose, and function of holding a Community Reading Garden, namely as one of the non-formal institutions that can be utilized by the community to create a lifelong learning community, hone their skills, explore the potentials that exist in the surrounding environment and care for local culture. by involving the community to play an active role in improving welfare and the economy.

¹² Ministry of Education and Culture, Technical Guidelines for Assistance for the Implementation of the 2018 Community Reading Gardens Program.

¹³ Weni Prestanti and Slamet Sumarto, "Utilization of Community Reading Parks as Learning Resources for Communities in Semarang Regency," *Unnes Civic Education Journal* 1, no. 2 (2013): 1–12.

¹⁴ Ministry of Education and Culture of the Republic of Indonesia, *Tennis Guidelines for Submission, Distribution, and Management of Assistance for Pioneer Community Reading Gardens*, 2015.

III. RESEARCH METHODOLOGY

This study uses a research method with a qualitative approach, where qualitative research is research that is used to gain an in-depth understanding of an issue/problem in a natural setting that is sensitive to society and the place of research, with data analysis that is both inductive and deductive.¹⁵ This research was conducted in one of the literacy communities known as Republik Gubuk which is the main reading hut of the Gubuk Baca community located in Jabung District, Malang Regency. Sources of data used are primary data obtained through observation and in-depth interviews with several managers or caregivers of reading huts, while secondary data was obtained from several media and related literature.

IV. RESEARCH OF RESULTS AND DISCUSSION

a. Community Reading Garden Community in the Frame Republic Hut

Republic hut is a group of reading huts that are engaged in literacy. The reading hut is included in a type of Community Reading Park (TBM) which was established and managed independently by the community in Jabung District, Malang Regency. Seven years ago, in September 2014, TBM Lentera Negeri was initiated by Mr. Fachrul Alamsyah who works as a teacher in a school in a remote area, from the formation of the TBM Lentera Negeri which later became the forerunner of the Gubuk Baca Lentera Negeri.

Each reading hut that is formed has its characteristics based on the potential, characteristics, or culture of the people in the village so that each reading hut is named according to the potential, characteristics, or culture of the community. Over time, more and more reading huts were initiated by the community so that the initiators and caregivers of each reading hut agreed to form a parent community called the Republic Gubuk. Republik Gubuk is a master reading hut located in the Gubuk Baca Lentera Negeri, this reading hut is used as a gathering place for discussions or meetings with movers and observers of reading huts in the district Jabung and its surroundings.

Along with the development of reading huts in every village in the Jabung sub-district and its surroundings, until now the number of reading huts is approximately 40 reading huts spread across Jabung District and its surroundings. The reading huts include Gubuk Baca Prabu Phutuk's, Gubuk Baca Ekalaya, and Gubuk Baca Tattoo Gang located in Kemantren Village, Gubuk Baca Isador Klengkeng located in Pateguan Village, Gubuk Baca Lantern Negeri located in Sukolilo Village, Gubuk Baca Trek located in Slamparejo Village, Gubuk Baca Gading Alit is located in Gading Kembar Village, Gubuk Baca Bapang is located in Sidorejo Village, Gubuk Baca Sufi, Gubuk Baca Pentongan which is located in a mosque, Gubuk Baca Lokajaya, Gubuk Baca Leben Sabeni, Gubuk Baca Lereng Busu, Gubuk Baca Pangestu Nusantara and there are many other reading huts. (primary source: Informant. 2)

The initial purpose of the Reading hut was formed to increase children's interest in reading and provide character education to the surrounding community, which then developed along with the problems encountered in social life. The initial goal was very simple, but as the reading hut developed, the purpose of a reading hut also continued to develop to become a forum for improving community literacy, helping solve problems,

¹⁵ John W. Creswell, *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*, 3rd ed. (SAGE, 2013).

especially from the economic sector, preserving local culture, embracing minority groups in terms of education, religion, culture to people with disabilities and so on.

b. Social Inclusion-Based Services at Republik Gubuk

Of the five expansions of social inclusion-based library services developed by Utami and Prasetyo¹⁶ can also be applied to Community Reading Parks although overall the facilities owned by a Community Reading Park are not as complete as libraries in general. Several service expansions can be applied to the Republic of Gubuk Community, including (1) as a facilitator for developing the potential for economic growth through meeting information needs; (2) Referral vehicle in problem-solving; (3) the center of community activities in developing self-potential; and (4) the active role of the manager or caregiver of the Reading hut in carrying out the literacy movement. The research results can be described as follows.

First, Republik Gubuk is one of the Community Reading Parks which operates in the Jabung area of Malang Regency independently with one of the goals of being a facilitator for developing community potential in economic growth through meeting information needs. This is manifested in various activities that are held and become the work program of the Republik Hut, as for the activities carried out such as the establishment of the BUMI Gubuk program where BUMI Gubuk is an abbreviation of the Hut-Owned Enterprise which is managed directly by the caretakers/managers of the Reading Shack. Based on the results of interviews conducted with the FA informant who is also the head of the Republik Gubuk community, he stated that:

“BUMI Gubuk dikembangkan atas dasar pemikiran dari pengasuh/pengelola Gubuk Baca yang menyatakan bahwa sebuah komunitas dikelola agar dapat menghidupi semuanya baik anggota atau pengurus maupun masyarakat sekitar bukan anggota atau masyarakat yang harus menghidupi komunitas tersebut”.

Based on the results of the interview, it can be concluded that BUMI Gubuk is one of the activity programs initiated by the Republik Gubuk community on the idea that the community is formed and managed so that it can become a forum to improve the economy and change the perspective of the surrounding community. This is in line with the results of an interview with AF, who is one of the managers of the Gubuk Baca Pangestu Nusantara and as an advisor to the BUMI Gubuk program. He stated that:

“BUMI Gubuk sebagai salah satu badan usaha milik gubuk yang berfokus untuk pemberdayaan ekonomi masyarakat di sekitar Republik Gubuk dimana kami mengembangkan suatu produk dan jasa dari potensi para penggerak dan pengasuh gubuk baca. Ada beberapa produk dan jasa yang dikembangkan seperti sembako, minuman, hard craft, property rumah tangga, WO, outbond, EO, jasa pembangunan, pengecoran, pengecatan, taman dan tanaman.”

Starting from the results of the interview, then using secondary information from the social media Instagram BUMI Gubuk, several local Jabung products are packaged in such a way and have been published by BUMI Gubuk as a current micro small and Medium Enterprises product. These products include (1) vermicompost fertilizer or worm waste fertilizer, this fertilizer is an organic fertilizer that is developed and

¹⁶ Utami and Prasetyo, “Social Inclusion-Based Libraries for Community Socio-Economic Development.”

packaged simply as a local product for the surrounding community and has benefits for plants, flowers, and vegetables. (2) Masks, mask products are divided into two types, namely wood carving masks and paper pulp masks. Wood carving masks are masks made of wood and made by wood craftsmen around Jabung and still maintain the characteristics of the local culture of Malang, while the pulp mask is a local product that is recycled from paper waste. (3) Auto Knitting or hand knitting, which is a knitting craft product that is done or made by women in Minda Jabung Hamlet. (4) Kopi Pour, brewed coffee which is traditionally produced by the people of Jabung and has the basic ingredients of coffee beans which are the result of plantations of residents from the slopes of the Jabung mountains. (5) The Republic of Hut Matches which are the work of members of the reading hut management where the matches are made to attract the surrounding community by adding the republican hut logo and teaching thugs on both sides. Aside from being merchandise for BUMI Hut, these lighters are also used as a promotional medium for the existence of reading huts and teaching thugs programs. (6) Dang Soewoek is a naturally fermented drink from selected spices that is rich in good probiotic bacteria. (7) Sweet Subusu from Busu is a pure milk product that comes from dairy farmers from Busu Jabung Hamlet. And (8) BUMI Gubuk rice, which is the rice of choice from the harvest of Jabung farmers, then packaged and branded by BUMI Gubuk. Republik Gubuk is not only a facilitator in improving the skills of the Jabung community but also helps market micro small and Medium Enterprises products through the BUMI Gubuk program. And (8) BUMI Gubuk rice, which is the rice of choice from the harvest of Jabung farmers, then packaged and branded by BUMI Gubuk. Republik Gubuk is not only a facilitator in improving the skills of the Jabung community but also helps market MSME products through the BUMI Gubuk program. And (8) BUMI Gubuk rice, which is the rice of choice from the harvest of Jabung farmers, then packaged and branded by BUMI Gubuk. Republik Gubuk is not only a facilitator in improving the skills of the Jabung community but also helps market products through the BUMI Gubuk program.

Second, as a TBM that implements social inclusion-based services, Republik Gubuk is also a place or vehicle for reference in solving problems in the life of the Jabung community. In people's lives, economic problems are not the only problem but also inseparable from social problems so the existence of reading huts can be a vehicle in solving these problems. this is in line with the results of interviews that have been conducted with Mr. DW who is the manager of the reading hut,

“adanya gubuk baca di sekitar Jabung menjadi tempat untuk mencari solusi dari permasalahan-permasalahan sosial masyarakat, kami bergerak dari permasalahan yang ada kemudian kami mencari strategi untuk memecahkan permasalahan tersebut. masalah yang ada meruapakan tantangan dan potensi besar menurut kami. karena jika tidak ada masalah yang kami temui sebagai bentuk pergerakan maka kami tidak lagi melakukan pergerakan literasi. dapat dilihat dari keterbukaan kami merangkul dan memberi ruang seluas-luasnya. misalkan untuk kelompok masyarakat yang biasanya dikenal dengan sebutan “preman kampung” yang sulit diterima kehadirannya sehingga melakukan kegiatan-kegiatan yang dapat meresahkan masyarakat sekitar. dari permasalahan tersebut kami bergubuk untuk memberi ruang kepada mereka dalam menyelesaikan masalah yang dihadapi.”

The explanation can be explained that the existence of reading huts can be a forum for the community, especially minority groups who have social problems. From the problems they have, reading huts play an important role in solving or finding solutions to the problems experienced so that these minority groups can be accepted by the wider community and are no longer underestimated. This is reinforced by the explanation of Mr. FA, who was the initiator of the formation of the current Hut Republic.

“kehadiran gubuk baca juga dilatar belakangi oleh keprihatinannya terhadap pemuda yang putus sekolah dan menjadi kelompok minoritas yang tidak memiliki ruang untuk menuangkan bakat dan minat yang dimiliki sehingga perlu adanya wadah untuk mengeksplor keahlian dan keunikan yang dimiliki di tempat yang tepat.”

In carrying out its role as a vehicle of reference in solving social problems, it is necessary to improve good communication skills so that there is no misunderstanding between groups. To improve the mindset, problem analysis, and good communication skills, several activities are held that can train the community to express opinions.¹⁷

Third, the reading hut as the center of community activities is manifested in several activities that have been carried out including the teaching thug program which is one of the leading activities initiated by the Republik Gubuk community. teaching thug is made for a group of people or youth who experience limitations in terms of education where they do not get the same opportunity to receive education in school. Through this program, these community groups have the same opportunity to gain knowledge even though it is not in a formal education environment.

Some of the activities carried out, namely organizing training according to talents and interests, for example, training activities for making Jabung masks with Malangan cultural characteristics. The masks made by the Jabung people consist of two types, namely wood carving masks and paper ridge masks. The manufacture of Wood Carving Masks is intended to be able to hone people's carving skills, while pulp masks are made as an activity to increase community creativity in utilizing wastepaper through recycling to create paper pulp masks. Aside from being a forum for increasing community creativity, teaching thugs are also intended as a forum for introducing and preserving local culture. In addition, other activities in the teaching thug program are dance studios for children who have talents and interests in dance, especially mask dance and other dances. This is based on the results of an interview with Mr. AT, who is the General teaching thug and a caregiver for one of the reading huts which stated that

“program preman mengajar merupakan salah satu bentuk ikhtiar kami untuk terus menebarkan manfaat dalam lingkungan masyarakat khususnya masyarakat Jabung. Tujuan utama dari kegiatan ini untuk menjadi wadah saling belajar, silaturahmi bermanfaat untu sesama. Prinsip yang kami pegang “nadur laku ngunduh perilaku.” preman mengajar ini dulunya hanya sebatas memberi ruang kepada “preman-preman” yang hyperactive agar dapat menjadi tempat menyalurkan keaktifan mereka”.

¹⁷ Prasetyawan and Suharso, “Social Inclusion and Community Empowerment in Village Library Development.”

“tetapi kegiatan ini terus berkembang bukan hanya bergerak di masyarakat sekitar akan tetapi juga merambah ke dunia pendidikan formal dimana kami bekerjasama dengan sekolah-sekolah disekitar untuk mengenalkan budaya local kepada siswa sehingga kami sebagai anggota penggerak preman mengajar memiliki kesempatan untuk berbagi pengalaman kepada siswa bahkan kami diminta untuk melatih kesenian baik pembuatan topeng jabung maupun mengajar siswa untuk menari”.

“kita juga telah mengembangkan program baru yang disebut Kampus Rakyat. Kampus rakyat ini kami harapkan menjadi pusat belajar bagi masyarakat agar dapat belajar dan berdiskusi secara langsung dengan orang akademisi dan praktisi”.

From the results of these interviews, the teaching thug program is not only engaged in the surrounding community but has developed a formal education environment by becoming a driver of local cultural literacy. In addition, through the thugs teaching program, the people's campus program was also born. The People's Campus Program is a manifestation of the desires of the movers of reading huts in facilitating the community to receive an education like a higher education institution. The activities held were called "Kuliah Namu" by inviting academics and practitioners to have discussions with the public. These activities reflect the cooperation of various parties, both internal and external to achieve maximum results.¹⁸

Fourth, Republik Gubuk is a collection of several reading huts which are a form of the Community Reading Park commonly known as a literacy community, inseparable from their active role in carrying out the literacy movement. By the background of the establishment of this reading hut to improve the literacy of the Jabung community. Literacy translated by the caretakers of reading huts, especially the founders of the Republik Gubuk community and the Managers of the state reading huts, stated that:

“Dalam pergerakan literasi yang kami lakukan sangat beraneka ragam bentuknya, kami memaknai kata literasi sebagai segala bentuk pemahaman terhadap apa yang kita temui dalam kehidupan bermasyarakat bukan hanya sebatas membac dan menulis. Tujuan kami dengan program kerja saat ini untuk menjadikan literasi sebagai budaya sehingga kami berkolaborasi dengan masyarakat adat setempat. Selain itu kami juga memiliki kegiatan perpustakaan keliling dimana kegiatan tersebut merupakan salah satu pergerakan literasi yang kami lakukan.”

From this explanation, it can be concluded that the role of reading huts in the literacy movement is very clearly marked by several activities carried out in terms of welfare **literacy**, cultural literacy, and academic literacy. Literacy activities are the main work program and form the basis for the formation of reading huts that are gathered in the Republic Gubuk community. Literacy is not only limited to reading and writing but the concept of literacy is applied more broadly so that literacy activities are not only limited to the work program of the Republik Gubuk but can become a culture in the Jabung indigenous people.

¹⁸ Bernika, Sembiring, and Wijayanti, “Taman Baca Pustaka as an Expansion of Special Library Services Based on Social Inclusion.”

From the beginning, the formation of a community reading park called TBM Lentera Negeri underwent a long process until a reading hut community was formed, known as Republik Gubuk. This process cannot be separated from various obstacles faced, among others, at the beginning of its formation, it did not get the attention of the public, but this did not stop the literacy movement. From various experiences and obstacles experienced, literacy drivers in the Republik Gubuk have changed their point of view where existing obstacles or problems are considered as a potential and big challenges that must be developed. Nevertheless,

V. CONCLUSION

Community Reading Park is one of the communities engaged in literacy, especially the community around the Community Reading Park, so it has an important role in increasing community literacy in line with current government programs. There are various activities carried out by Community Reading Park in improving community literacy, including the Community Reading Park Lentera Negeri. The Lentera Negeri Community Reading Park is the one that became the forerunner to the formation of the Gubuk Baca which was then brought together into a community called the Republik Gubuk.

The role of the Republic of Gubuk in improving the literacy of the Jabung community can no doubt be seen from the various activities carried out, but this literacy movement is not only limited to the scope of reading and writing but more to empowering the Jabung community and its surroundings. Community empowerment is in line with the concept of transforming library services based on social inclusion which can be seen from four aspects, namely reading huts as facilitators in developing potential economic growth, reading huts as a vehicle for problem-solving, reading huts as a center for community activities and reading huts playing an active role in the movement. Literacy through various activities such as BUMI Gubuk (Badan Usaha Milik Gubuk), teaching thug, People's Campus, mobile library movement, and so on.

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