BUILDING COMMUNITY POTENTIAL BY INCREASING AWARENESS IN READING IN CIBANTENG VILLAGE, CIAMPEA DISTRICT, BOGOR REGENCY

Rumba Triana[1]
STAI Al-Hidayah Bogor, Indonesia (rumba@staiabogor.ac.id)

Muhammad Hidayat
STAI Al-Hidayah Bogor, Indonesia (hidayat@staiabogor.ac.id)

Keywords:	ABSTRACTS
Interst In Reading, PkM, Village Online Library	Indicator of a nation's progress. In Indonesia, although the level of reading interest has begun to increase, when compared with other countries, the reading interest index is still relatively low. Therefore, various efforts are needed to encourage increased public interest in reading. Several parties who must be involved in increasing interest in reading include the government, libraries, librarians and the community. Among all this, libraries have a central role in efforts to increase reading interest. This PkM aims to explore the role of online libraries in villages in supporting education, literacy and community empowerment. Online libraries are identified as digital information centers that can improve access and quality of education in rural areas. Community Service (PkM) activities by the STAI Al Hidayah academic community in Cibanteng Ciampea Bogor village aim to increase empathy, concern and community welfare through their role as problem solvers. , motivator, facilitator and development dynamist. The focus of this PkM is to explore the role of online libraries in supporting education by creating the Village Month or Village Online Books program, to increase literacy and empower the community. The results show that the Village Month or Village Online Books program can improve access and quality of education and digital literacy, and provide important learning resources.

---

[1] Correspondence author

A. INTRODUCTION

According to the Great Dictionary of the Indonesian Language, reading has five meanings, including: seeing and understanding the content of the writing (orally or by heart), spelling or reciting the writing, speaking, knowing or predicting, and calculating or understanding. In addition, reading is also a thinking process that allows understanding the meaning of writing. Thus, reading is basically an act that not only interprets writing, but also involves various aspects such as visual, thinking, psycholinguistic, and metacognitive activities (Purba et al., 2023).

Reading is a reasoning activity related to language tasks. Thus, reading can be understood as the process carried out by the reader to receive the message that the writer wants to convey through written words or language. Therefore, reading is referred to as receptive language skills, because through reading, a person can obtain new information, knowledge, knowledge, and experiences. Everything gained from reading allows a person to improve their thinking skills, sharpen their vision, and broaden their horizons (Abidin, 2015).

Reading books is a very useful activity, one of which is because we can gain a lot of knowledge. The reading aspect includes mechanical skills and comprehension skills. Mechanical skills are lower basic skills. Reading involves three basic skills: recoding, decoding, and meaning. Recoding refers to connecting words and sentences with sounds according to the writing system used. Decoding is the process of translating graphic symbols into words. Meaning is the process of understanding meaning that includes interpretive, creative, and evaluative understanding. Reading various sources of information will open and broaden one's horizons. The delivery of written information is very important in this modern era, because it is very effective in disseminating information. In daily life, the ability to read is indispensable to understand signs and rules, such as no smoking, no littering, and directions (Purba et al., 2023).

Reading interest is one of the indicators of a nation's progress. In Indonesia, although the level of reading interest has begun to increase, when compared to other countries, the reading interest index is still relatively low. Therefore, various efforts are needed to encourage an increase in people's interest in reading. Some parties that must be involved in increasing reading interest include the government, libraries, librarians, and the public. Among all these, libraries have a central role in efforts to increase reading interest. This is because people generally have not made buying books a priority in the family budget. As a result, when an interest in reading arises, the library becomes the main place to distribute it. Not many families have a small library at home that provides information for their family members. In fact, the existence of a small library at home can encourage interest in reading from an early age. Therefore, libraries play an important role in increasing reading interest (Nafisah, 2016).

Community Service (PkM) is one of the forms of implementation of the tridharma of higher education, where lecturers provide cross-disciplinary dedication to residents by utilizing scientific components, expertise, and the art of socialization to support community life. Through PkM activities, lecturers and the academic community are expected to help the community in overcoming difficulties in accordance with their respective scientific fields, as well as helping to realize government development programs.

As a Higher Education, STAI Al-Hidayah Bogor plays a role in the development and improvement of the quality of life of the community both in religious and social aspects. The PkM program is one of the ways for lecturers and the academic community to collaborate with the community in development and empowerment in various fields, including religion, education, health, social, and the environment.

The PkM activity aims to foster empathy and concern for the STAI Al-Hidayah academic community towards various problems faced by the community in Cibanteng Ciampea village, Bogor, as well as support sustainable development to improve community welfare. In this activity, the academic community plays a role as a problem solver, motivator, facilitator, and dynamizer in the community development process. They are expected to develop into intelligent and responsive agents of change in addressing problems in their environment.

This PkM aims to explore the role of online libraries in villages in supporting education, literacy, and community empowerment. Online libraries are identified as digital information centers that can improve access and quality of education in rural areas. Through this research, it is hoped that it can be found out how online libraries can facilitate the improvement of digital literacy and reading interest, as well as provide important learning resources for students and teachers through digital platforms.

In addition, this PkM also aims to evaluate the social and economic impact of online libraries on the people of Cibanteng Ciampe Bogor village. This includes how online libraries can empower communities through the provision of information on business opportunities, skills, and practical knowledge that can be accessed digitally, thereby improving their economic well-being.

This PkM will also examine effective and sustainable online library development strategies, including the participation of the government, educational institutions, and the community in supporting online libraries in Cibanteng Ciampea village, Bogor. Thus, online libraries are expected to become centers for digital activities that encourage active community participation in social, cultural, and environmental activities through easy and fast access to information.

Furthermore, this PkM will assess the contribution of STAI Al-Hidayah lecturers and the academic community in supporting the development of online libraries in the village through PkM activities in Cibanteng Ciampea village, Bogor. It is hoped that through this research, an optimal and sustainable online library management model can be found, which can be applied in various villages to improve the quality of life of the community as a whole through wider access to digital information.

B. METHOD

The research method used is qualitative exploratory (Nabila & Fazliani, 2023). The PkM team aims to thoroughly investigate the problems that arise based on valid and accountable data and facts. With a phenomenological approach (Tumangkeng & Maramis, 2022) and socio-economic (Muchtaridi et al., 2019), the PkM team seeks to understand the socio-economic phenomena that arise due to the lagging of rural communities in the fields of health, economy, and religion in Cibanteng Village. To collect data, document study techniques are used, utilizing different types of documents as important sources of information to support research. These documents include writings, films, drawings, and photographs.

C. RESULT AND DISCUSSION

Cibanteng Village is a village located between two rivers, namely the Cihideung River and the Cinangneng River. Cibanteng Village before 1983 was included in the area of Cihideung Ilir Village, in 1983 there was an expansion of the area of Cihideung Ilir Village which then established the Cibanteng Village Government which has an area of 162,185 Ha consisting of 10 RWs and 49 RTs. The origin was called Cibanteng Village, because in the past there were many Bulls/Buffaloes gathering as a grazing place and a place to drink water.

Cibanteng Village is one of the 13 (thirteen) villages in the Ciampea District area has an area of 162, 185 hectares, with the number of residents of Cibanteng village at the end of September 2016 as many as 16,983 people consisting of 8,650 men and 8,333 women with a total of 6427 family heads. The population density is 10.47 per KM. Meanwhile, the number of Underprivileged Families / Poor Families (Gakin) is 262 families with a percentage of 5.6 of the total number of families in Cibanteng Village.

The administrative boundaries of the Cibanteng Village Government, Ciampea District are as follows:

1. To the north, it borders Benteng Village, Ciampea District;

2. To the south, it is bordered by Cihideung Ilir village, Cihideung Udik village, Bojong Jengkol village, Ciampea district;

3. To the East, it is adjacent to the IPB Dramaga Campus / Babakan Village, Dramaga District;

4. To the west, bordering the Fort, Bojong Jengkol Village, Ciampea District;

Judging from the topography and contours of the soil, Cibanteng Village, Ciampea District is generally in the form of lowlands and rice fields that are located at an altitude between 2,000 M to 2,500 M above sea level with an average temperature ranging from 26 degrees to 35 degrees Celsius. Cibanteng Village consists of 10 (ten) RWs and 49 (forty-nine) RTs.

Based on the distance and travel time between the Cibanteng Village government center with:

1. National Capital (Jakarta): 52 KM, with a travel time of 120 minutes;

2. Capital of West Java Province: 132 KM, with a travel time of 240 minutes;

3. Regency Capital (Cibinong): 25 KM, with a travel time of 60 minutes;

4. District Capital (Ciampea): 3 KM, with a travel time of 15 minutes.

PETA DESA CIBANTENG
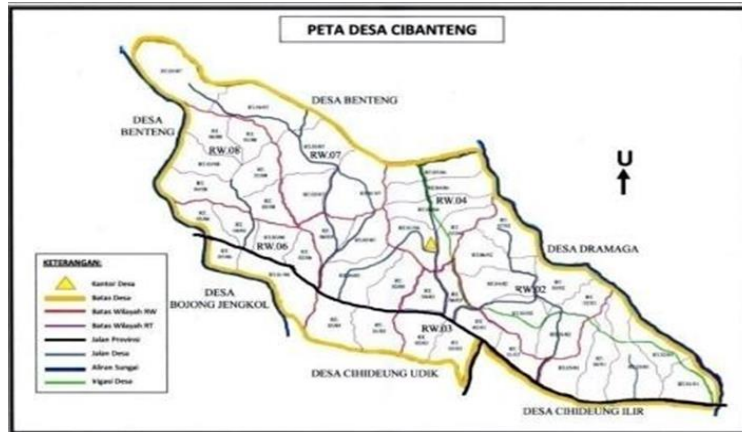
Cibanteng Village consists of 10 RWs (Neighborhood Units) and 49 RTs (Neighborhood Units). For the number of details of the gender and density, you can see the description below;

No.	Information	Sum
1	Man	8,650 people
2	Woman	8,333 people
3	Total Population	16,983 people
4	Head of Family	6,427 families
5	Population Density	10.47 per KM

In the age range, the number of people in Cibanteng Village is still relatively high. For the population by age group, it can be seen from the following data;

Age	Man	Prmpuan	Age	Man	Woman
0-12 months	0 people	0 people	39	172 people	165 people
1	8 people	4 people	40	154 people	165 people
2	4 people	4 people	41	138 people	145 people
3	14 people	18 people	42	156 people	122 people
4	23 people	30 people	43	161 people	154 people
5	35 people	40 people	44	144 people	134 people
6	27 people	32 people	45	148 people	137 people
7	21 people	24 people	46	132 people	127 people

8	133 people	143 people	47	125 people	119 people
9	150 people	158 people	48	120 people	115 people
10	171 people	184 people	49	116 people	110 people
11	175 people	180 people	50	128 people	114 people
12	153 people	160 people	51	94 people	93 people
13	168 people	162 people	52	85 people	83 people
14	183 people	188 people	53	97 people	90 people
15	185 people	182 people	54	93 people	88 people
16	187 people	180 people	55	98 people	86 people
17	166 people	145 people	56	65 people	59 people
18	202 people	198 people	57	64 people	57 people
19	188 people	186 people	58	63 people	59 people
20	161 people	166 people	59	64 people	56 people
21	171 people	178 people	60	65 people	45 people
22	145 people	150 people	61	55 people	43 people
23	164 people	145 people	62	45 people	37 people
24	163 people	143 people	63	57 people	64 people
25	155 people	146 people	64	40 people	35 people
26	156 people	145 people	65	56 people	51 people
27	145 people	134 people	66	45 people	43 people
28	179 people	180 people	67	24 people	17 people
29	136 people	145 people	68	47 people	43 people
30	127 people	115 people	69	23 people	19 people
31	128 people	124 people	70	26 people	21 people
32	167 people	163 people	71	25 people	23 people
33	168 people	162 people	72	18 people	12 people
34	178 people	165 people	73	20 people	14 people
35	174 people	171 people	74	14 people	10 people

36	174 people	171 people	75	10 people	6 people
37	161 people	156 people	Over 75	256 people	265 people
38	181 people	165 people	**Total**	**8469 people**	**8168 people**

Regarding the condition of the population based on the religion he adheres to is as follows:

It	**Religion**	**Man**	**Woman**
1	Islam	8395	8081
2	Catholic	62	54
3	Protestant	6	4
4	Buddhist	4	3
5	Hindu	2	4

Places of worship are an important means in the religious life of Cibanteng Village. As for the facilities and infrastructure of worship in Cibanteng village, there is no church, there is only a mosque and *a mushalla* . The description is as explained in the following table:

It	**Infrastructure**	**Sum**
1	Mosque	13
2	Langgar/Surau/Muhsala	32

At the level of education in Cibanteng Village, there is a large number of 14,562, with the following details:

Level of Education	Man	Woman
Age 3 - 6 years old who have not entered kindergarten	36 people	16 people
Graduated from elementary school/equivalent	3478 people	2430 people
Junior high school graduate/equivalent	1865 people	2164 people
High school graduate/equivalent	2201 people	1700 people
Graduated D-1/equivalent	64 people	41 people
Graduated D-2/equivalent	34 people	41 people
Graduated from S-1/equivalent	218 people	226 people
Graduated from S-2/equivalent	21 people	22 people
Graduated from S-3/equivalent	3 people	2 people
Total Amount	**14,562 people**	

3.2. Online Library Program in Cibanteng Village

The Village Month or Village Online Book is an Innovation Program created by the academic community of PKM STAI Al-Hidayah Bogor. This program aims to make it easier for the community to access various kinds of science to support public education and increase literacy interest.

The following are the technical uses of the Cibanteng Village Month:

a. **Step 1:** Access the Cibanteng Village Month Website
    1) Scan the barcode in the sticker below.
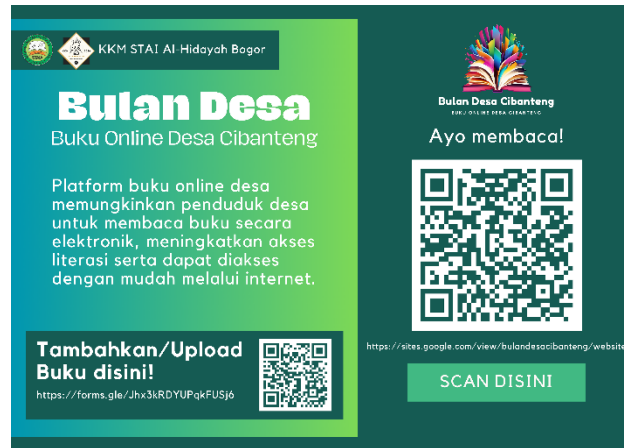
These stickers will be distributed at several points in the village.

2) Or you can also access it by opening your favorite web browser on your device (computer, laptop, or smartphone).

3) Type the URL address "https://sites.google.com/view/bulandesacibanteng/website" in the address bar and press enter.
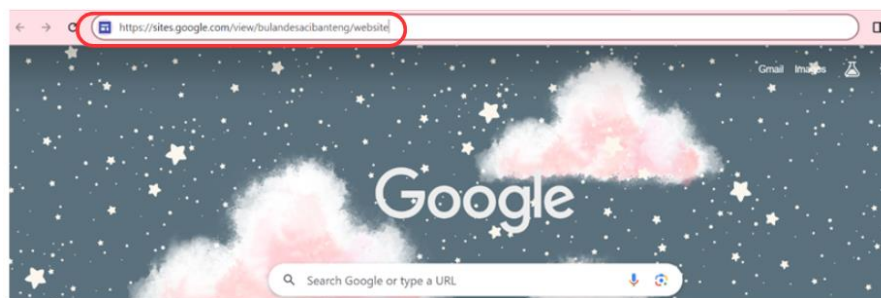
b. **Step 2:** Homepage

1) Once you've accessed the website, you'll be taken to the homepage.

2) On the home page, you will find brief information about the purpose and intention of the Cibanteng Village Online Book.

c. **Step 3:** Book Search
1) Use the search feature to find the Books you're looking for or needing.

2) Enter the relevant keywords for your search, type in the title of the book you need.

d. **Step 4:** Browse Book Categories
1) Click on the "Categories" option in the menu.
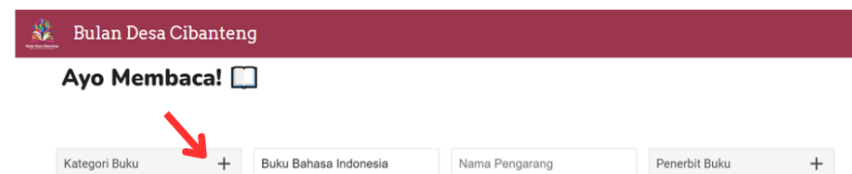
2) You will be taken to a page with a list of available categories of information, such as "Children's Stories", "Education", "Dictionary", "General", and "Islamic Religion".
3) Select the category you are interested in to see relevant books.

e. **Step 5:** Access Books on Google Drive
1) In each book title and book detail information, you'll find a link to access the related book.
2) Click on the link, and you will be redirected to Google Drive where the book is available for download or online reading.

f. **Step 6:** Participate and Join the Cibanteng Village Month Website
   1) The Cibanteng Village Month has a feature that invites you to join and participate to improve literacy, by uploading online books that you have.
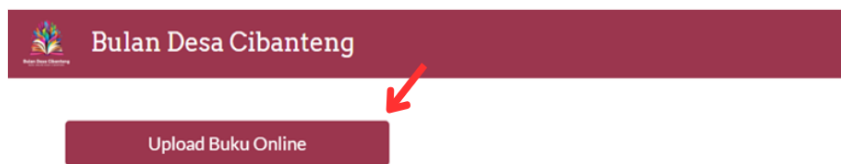
   2) With this feature, you participate in increasing literacy in the community and adding scientific resources.

g. **Step 7:** Share and Support
   1) If you find any useful information or want to support this initiative, feel free to share it with others through your social media or network.
   2) The support from the community is very meaningful for the continuity of this project.

By following this guide, you are now ready to make effective use of the Cibanteng Village Online Book. Enjoy easy and quick access to a variety of helpful sources of information.

3.3. Analysis of the Advantages and Convenience of *the Cibanteng Village Month* platform

Excess:

a. Easy and Fast Access: Users can easily access the latest information through the Cibanteng Village Online Book from anywhere and anytime as long as they are connected to the internet.

b. Variety of Information: This website provides a variety of books that are relevant to village life, such as education, general knowledge and religion so that it can meet the information needs of the village community holistically.

c. Community Education Support: By providing quality information, the Cibanteng Village Online Book can be a supporting tool for the education of village communities, helping to increase their insight and knowledge.

d. Increasing Literacy Level: With easy access to various information sources, village communities have a greater opportunity to improve their literacy level, both in reading and understanding the information provided.

e. Student Contribution: This initiative is the result of the work of the 2024 STAI Al-Hidayah PKM academic community, which not only provides benefits for the

village community, but also becomes a real experience for the academic community in applying the knowledge and skills they learn.

Ease of Use:

a. Simple Access: The simple access design makes it easy for users to navigate the website without experiencing any difficulties.

b. Clear Categories: Clear categorization makes it easy for users to find information that matches their interests or needs.

c. Easy Book Search: There is a search feature that allows users to search for specific books by title, author's name, or topic, speeding up the process of finding the book they want or need.

d. Direct Link to Google Drive: Providing a direct link to Google Drive to access the book allows users to quickly read or download the desired book without the need to go through the hassle of the process.

e. Social Media Support: The ease of sharing website information through social media helps in spreading the benefits of the Cibanteng Village Online Book to more people.

With the combination of the advantages and ease of use provided, the Cibanteng Village Online Book is a valuable source of information for the village community in improving the quality of life and overall village development.

D. CONCLUSION

Community Service Activities (PkM) by the STAI Al Hidayah academic community in Cibanteng Ciampea village, Bogor aims to increase empathy, concern, and community welfare through the role of problem solvers, motivators, facilitators, and development dynamists. The focus of this PkM is to explore the role of online libraries in supporting education by creating a Village Month program or Village Online Book, to increase literacy, and community empowerment. The results show that the Bulan Desa or Village Online Book program can improve access and quality of education and digital literacy, and provide important learning resources. In addition, online libraries help with economic empowerment by providing information on business opportunities and practical skills. The online library development strategy involves the government, educational institutions, and the community, with the hope of becoming a center for digital activities that encourage active community participation. The contribution of lecturers and the academic community is expected to find an optimal and sustainable online library management model, which can be applied in various villages to improve the quality of life of the community through access to digital information.

BIBLIOGRAPHY

Abidin, Y. (2015). Multiliteracy learning. *Bandung: PT Refika Aditama*.

Muchtaridi, M., Nurhidayah, W., Rochdiani, D., Setyawati, L. U., Islamiyati, R. R., Budiman, A., & Qosim, W. A. (2019). The socio-economic approach of regional potential as the center of mangosteen peel extract in Indonesia. *Indonesian Journal of Community Engagement*, *4*(2), 179–188.

Nabila, N., & Fazliani, B. (2023). The Role of the Ballet Dance, the Hunting Dance of the Children's Tribe in Jambi to Increase Students' Artistic Creativity in Elementary Schools. *YASIN, 3*(4), 589–596.

Nafisah, A. (2016). The importance of libraries for efforts to increase people's interest in reading. *LIBRARIA: Journal of Libraries*, *2*(2).

Purba, H. M., Zainuri, H. S., Syafitri, N., & Ramadhani, R. (2023). aspects of reading and development in reading skills in the higher grades. *World Inspiration: Journal of Education and Language Research*, *2*(3), 177–193.

Tumangkeng, S. Y. L., & Maramis, J. B. (2022). A Study of Phenomenological Approaches: Literature Review. *Journal of Regional Economic and Financial Development*, *23*(1), 14–32.