

## ASSISTING THE COMMUNITY LITERACY MOVEMENT IN WERO VILLAGE, KEBUMEN REGENCY THROUGH THE CBR APPROACH

Siti Fatimah<sup>1)</sup>, M. Avicena Fatkhurrohman Al Hudri<sup>2)</sup>, Fenika Yulianti<sup>3)</sup>,  
Hanifatul Lutfiyah<sup>4)</sup>, Fatikhaturrohmah<sup>5)</sup>, Yuli Oktariyanti<sup>6)</sup>, Birrotul  
Muttaqiyah<sup>7)</sup>, Dini Istiqomah<sup>8)</sup>, Laely Nur Rohmah<sup>9)</sup>, Asis Kainanto<sup>10)</sup>, Eris  
Wijayanti<sup>11)</sup>, Khaerus Syahidi<sup>12)</sup>, Umi Mahmudah<sup>13)</sup>, Muhamad Chamdani<sup>14)</sup>

<sup>1,2,3,4,5,6,7,8,9,10,11)</sup> Institut Agama Islam Nahdlatul Ulama Kebumen

<sup>12)</sup> Universitas Hamzanwadi

<sup>13)</sup> UIN KH. Abdurrahman Wahid Pekalongan

<sup>14)</sup> Universitas Sebelas Maret

*stfatimah89@gmail.com*

### Abstract

This service aims to assist the community literacy movement in Wero Village, Kebumen Regency. This activity was carried out in the 2022/2023 Class KKN activity process for 1 month. The activity participants were the people of Wero Village, Kebumen Regency. This service uses the CBR (Community Based Research) method. This method uses four steps, namely building basic principles and concepts, planning, data collection and analysis, and action on findings. Activities are carried out on an ongoing basis starting from analyzing the needs of the community in preparing the community literacy movement, coordinating with stakeholders, preparing village library locations, searching for books, and holding workshops and discussions around the community literacy movement. The results of the activity showed that this community service activity went very well and the participants were able to understand the community literacy movement. The existence of a library with various types of reading books is a big step towards a literate society.

*Keywords: assistance, community literacy movement, CBR approach.*

### Abstract

Pengabdian ini bertujuan untuk melakukan pendampingan gerakan literasi masyarakat di Desa Wero Kabupaten Kebumen. Kegiatan ini dilaksanakan pada proses kegiatan KKN Angkatan 2022/2023 selama 1 bulan. Peserta kegiatan adalah masyarakat desa Wero Kabupaten Kebumen. Pengabdian ini menggunakan metode CBR (Community Based Research). Metode ini menggunakan empat langkah yaitu membangun prinsip dan konsep dasar, perencanaan, pengumpulan dan analisis data, aksi atas temuan. Kegiatan dilaksanakan secara berkesinambungan mulai dari menganalisis kebutuhan komunitas dalam menyiapkan gerakan literasi masyarakat, koordinasi dengan para pemangku kepentingan, persiapan lokasi perpustakaan desa, pencarian buku-buku, dan sarasehan serta diskusi seputar gerakan literasi masyarakat. Hasil kegiatan menunjukkan bahwa kegiatan pengabdian ini berjalan dengan sangat baik dan dapat memahami peserta tentang gerakan literasi masyarakat. Adanya perpustakaan dengan berbagai jenis buku bacaan menjadikan langkah besar dalam menuju masyarakat yang literat.

*Keywords: pendampingan, gerakan literasi masyarakat, pendekatan CBR.*

### INTRODUCTION

The Community Literacy Movement is a government program to

create a literate society. It is one form of the National Literacy Movement. The goal of the literacy movement is the improvement of the quality of life

of people, especially in Indonesia. In addition, literacy skills are among the essential abilities for every individual to possess in the 21st century. (Kemdikbud, 2017a).

Presidential Instruction No. 5/2006 regarding the National Movement to Accelerate the Completion of Nine-Year Compulsory Basic Education and the Eradication of Illiteracy functions as a blueprint for cultivating a culture of literacy. The culture of literacy under scrutiny is centered on reading and writing, with the ultimate goal of enhancing the quality of human resources. However, the 2015 Education For All (EFA) study reported declining literacy rates in Indonesia. This finding is supported by statistical data from UNESCO. In 2012, it was reported that the reading interest index in Indonesia was only 0.001, indicating low levels of interest in reading. This indicates that only one out of 1,000 people have an interest in reading. As a result, the national average of books read per person per year is less than one (Chrysti Suryandari, Sajidan, Budi Rahardjo, Kun Prasetyo, & Fatimah, 2018; Fadhilah, 2017). This figure falls considerably below the average reading index of developed countries, which falls within the range of 0.45% to 0.62% (Nurdiani, Syahrul, & Abdurrahman, 2018).

Data from the Central Bureau of Statistics in 2014 indicated a slight increase in the value of the Human Development Index to 68.90, up from 68.40 in 2013. The Human Development Index is an indicator of interest in reading and literacy rates, whether high or low. According to data from the United Nations Development Program (UNDP), Indonesia ranked 108 out of 187 countries in HDI in 2013, indicating that it lags behind

other ASEAN nations. A survey conducted by Central Connecticut State University in 2016 ranked Indonesia 60th out of 61 countries in terms of literacy. (Kemdikbud, 2017a).

The 2018 PISA (Program for International Student Assessment) results are worrisome for Indonesia (Kemdikbud, 2019). While the trend of PISA scores increased over the years, Indonesia's scores decreased in all areas in 2018 with the sharpest decline in reading. The survey results demonstrate the urgent need to address the problem of the Indonesian generation's lack of interest in reading. Literacy skills in reading and writing are a crucial necessity that cannot be separated in everyday life and must be met (Kemdikbud, 2019).



**Figure 1: Indonesia's PISA Score Trend (Kemdikbud, 2019)**

Figure 1 displays a notable decrease in Indonesian students' reading proficiency. In fact, the scores are significantly lower than the international average of 500 points. Indonesia was ranked 72 out of 78 countries. (Kemdikbud, 2019).

Some factors that contribute to the low reading literacy rate in Indonesian society include a lack of interest in reading and limited availability of reading materials (Dermawan et al., 2023). Reading interest plays a significant role in determining one's reading preferences.

Reading interest is a compelling motivation for individuals to engage in reading. The level of interest in reading depends on the number and types of books read in a month and the type of English literature consumed (Darmono, 2017). Suryandari, et al. stated that the factors that influence a person's reading interest consist of internal and external factors. The former encompasses motivational elements that are inherent within an individual, while the latter encompasses various external factors, such as lack of resources and shortage of qualified teachers, particularly in remote areas (Chrysti Suryandari et al., 2018).

The absence of amenities such as access to books remains a widespread issue in the Kebumen community, particularly in Wero Village, Gombong sub-district. To facilitate this, LPPM IAINU Kebumen offers a compulsory program to KKN groups to support the community and establish a community literacy movement. By working together with accompanying lecturers and KKN students, the community literacy campaign in Wero village, Kebumen Regency, can be successfully put into action.

There has been extensive research on service-based mentoring programs in the context of the community literacy movement. Fasica's research found that supporting the Literacy Movement motivates children in the Al-Islamiyah community to learn and the Al-Islamiyah community teaching and learning center in Asembagus sub-district. This activity is carried out using a direct mentoring method with an educational approach. (Fasica, 2023). Other findings by Nafiyah et al. indicate that the availability of literacy support can effectively motivate children in

Majalangu village, Watukumpul District, leading to improved literacy and increased curiosity. This activity is carried out using an educational approach (Nafiyah, Yulianti, Sulistiya, & Adinugraha, 2022). Safitri et al. found that following the implementation of literacy activities, particularly the Calistung program, children in the Pulau Padang village showed improved understanding of the letters of the alphabet and number counting. The method used is direct assistance (Safitri, Ramadhani, Nengsi, Bustanur, & Yuhelman, 2023).

Many previous studies have examined the advantages of literacy movement mentoring in the community, particularly in improving reading and numerical skills. However, few studies have investigated the process and impact of mentoring activities within literacy movements on adult communities, particularly in regards to introducing diverse forms of literacy. Technological literacy and financial literacy are both important skills to have. An effort is necessary to shed light on the significance of the literacy movement in the community. The novelty in this research is the use of the CBR (Community Based Research) method. The CBR method was selected because it examines the diverse circumstances present in the community. Given the problem in Wero village regarding the community's lack of understanding of the literacy movement, it is imperative to find a viable solution. The CBR method is suitable for addressing community issues in collaboration with the PkM team, allowing their active participation and promoting social action and change (Sholichah et al., 2023).

Based on the aforementioned issues, the community service team provided assistance to the Wero village

community literacy campaign in the Gombang sub-district of the Kebumen Regency, resulting in the transformation of Wero village into a literate community.

## METHODS

This service activity was carried out for 1 month during KKN activities in the academic year 2022/2023 located in Wero village, Gombang sub-district, Kebumen regency. The target of this service is the village community, especially the cadres of PAC Anshor and PAC Fatayat.

The assistance is provided through Community Based Research (CBR) method. The CBR method is known as a method that aims to solve a problem based on the solution of the previous problem (Soroto, Fuad, & Lutfi, 2018). CBR is a research method that collaborates with various community elements to actively participate in research as an effort to find solutions to community/society problems. Collaboration between the service team and the community/organization seeking social change is the key feature of the CBR method (Susilawaty, Tasruddin, Ahmad, & Salenda, 2016). The CBR method consists of four stages: building fundamental principles and concepts, planning, data and information collection and analysis, and action on findings (Susilawaty et al., 2016). Figure 2 depicts a flowchart outlining the stages of service implementation via the CBR method.

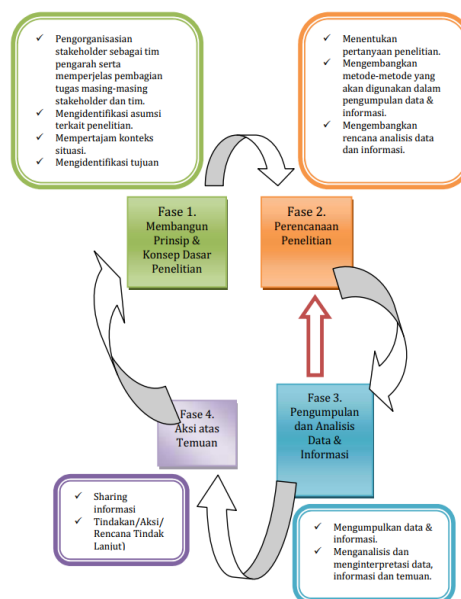


Figure 2: Steps of CBR Implementation

Based on Figure 2, the steps of the CBR are explained as follows:

1. Building fundamental principles and concepts is a crucial stage of involving the entire community in Wero village, including religious leaders, village officials, and PAC Anshor and Fatayat cadres. The first action in this phase is to conduct a Focus Group Discussion (FGD) to discuss the consensus on promoting literacy for the Wero village community. At this stage, a general community description was conducted to establish trust among the involved parties. Furthermore, we conducted an analysis of each party's role and identified community assumptions, clarified the research context, and established the final objectives of the research.
2. Planning. Once a common understanding has been established between the service team and the partners

involved, the appropriate data collection techniques for the conduct of this research should be selected. The research utilized documentation studies, interviews, and questionnaires. The involvement of religious leaders and village officials facilitated the service team's approach to the Wero Village community, namely PAC Anshor and PAC Fatayat.

3. Data and Information Collection and Analysis. This stage entails gathering and examining data on research results that the community and the service team conducted jointly. Activities such as working together on planning processes to create a village library and building a collection of reference books to serve as reading materials for the library were documented.
4. Action on findings is a collaborative stage where the service team and community determine the most suitable means and media of information to promote the community literacy movement program. Based on mutual agreement, strategies may include holding a workshop and launching a village library, which can become Furthermore, the community-owned library has the potential to serve as an icon for supporting the community literacy movement program.

## RESULTS AND DISCUSSION

This service activity started with a Focus Group Discussion (FGD) attended by community leaders, village officials, and PAC Anshor and Fatayat cadres to discuss the problems in the Wero community. One of the issues discussed was the lack of community understanding of literacy, particularly digital literacy. Currently, a large number of people are technologically illiterate, making them vulnerable to hoaxes. Furthermore, low public awareness of reading is a significant problem. This FGD also discussed the strategies used to increase public awareness of literacy. This activity emphasized the involvement and support of stakeholders and this activity. This role is actualized in the activities of determining problems, planning activities, collecting data, and action activities. The process of identifying issues, devising plans, gathering information, and implementing actions is involved in community involvement initiatives. Engaging the community in these efforts is a crucial aspect. The community has a significant role in addressing issues that arise within it.

After conducting focus group discussions, the planning stage continued where the data collection techniques for this research were determined. The techniques used for data collection were documentation studies, interviews, and questionnaires developed in collaboration with the community. The involvement and support of religious leaders and village officials facilitated the approach of the service team towards the Wero Village community, particularly PAC Anshor and PAC Fatayat. This support was demonstrated by the authorization to conduct service activities in Wero

Village, Gombong District. Additionally, the service team received significant appreciation and support from religious leaders. The data was gathered while creating a village library and compiling reference materials to be used as reading material in the library.

Based on the obtained data, there is no location suitable for use as a reading room within the Wero village community. Furthermore, there is a lack of reference reading material, resulting in a low level of reading awareness among the residents of Wero. Additionally, the prevalence of technology has led to increased susceptibility to fake news. Through the workshop and launch of the village library, efforts are being made to raise awareness of reading and improve the literacy rate in the community.

The workshop aims to foster a more literate society. In addition to workshops, various other literacy activities can be carried out, including book reviews, training, writing competitions, art performances, activities in reading corners, and wise use of technology (Kemdikbud, 2017a). Workshops are specifically chosen for this service activity to help spread awareness of the significance of literacy within the still-underdeveloped community of Wero Village. Literacy is not limited to reading and writing, but encompasses various other forms, therefore, it is anticipated that community awareness will augment. Moreover, the establishment of the library in addition to the workshop rendered concrete actions towards the realization of the literacy campaign in the community.

A village must have a library or reading corner to qualify as a Literacy Village, with the library/reading corner being the primary requirement. According to the Ministry of Education

and Culture, a village must meet the minimum standards for a Literacy Village as follows: 1) Having sufficient facilities and infrastructure including reading rooms, training rooms, skill rooms, child-friendly spaces, and more. 2) Partner institutions can assist in implementing a Literacy Village, such as collaborating with the Regional Library. 3) The presence of knowledge and information services, whether in the form of traditional books or digital resources; 4) The implementation of education and skills programs such as discussions, workshops, and training based on local wisdom, among; 5) The development of a minimum of two literacy components from the the six existing literacy components. (Kemdikbud, 2017b).

The community literacy movement is socialized by stakeholders through routine activities in the village. Additionally, media is utilized, such as creating posters that are displayed on the secretariat board and shared on the WA group. This socialization activity commits to assisting the Wero Village community in becoming literate, with the long-term objective of organizing the Literacy Village program in Wero Village.



Figure 3: Socialization Activity

During socialization activities, the team and stakeholders collaborated

to design and establish the village library and sought to acquire books that would be used as a collection in the library. The team located donors willing to contribute books and worked with local libraries to add a collection of reading materials in the village library.

The action phase of the findings involves the service team and the community working together to determine the best methods and media for promoting the community literacy program. Some of the strategies used based on mutual agreement are holding a workshop and launching the village library. In addition, the community-owned library can serve as an emblem of support for the community literacy movement program.

#### ***Workshop Activities***

The workshop took place at the secretariat of PAC Anshor Gombong sub-district, Kebumen Regency. The service team, along with the Chairperson of the PAC Fatayat of Gombong sub-district in Kebumen Regency, served as the resource persons. This activity was additionally supported by the presence of the Wero village leader and representatives from the KUA in Gombong sub-district. The workshop utilized interactive discussions between speakers and participants to spark curiosity and increase enthusiasm of the participants during the activity. The presence of religious figures from the KUA of Gombong sub-district enhanced the activity's significance and ambiance. The workshop's main focus was on the significance of possessing literacy skills. It introduced various types of literacy that the community can develop, including forming a literacy village, and emphasized the importance of fostering a literacy culture within the community.



**Figure 4: Resource person delivering the material**



**Figure 5: Stakeholders of community literacy movement activities**

People with literacy skills offer numerous benefits such as being more critical and capable of selecting and organizing unproven information, to ensure individuals do not spread false information. Strong literacy fosters an intelligent personality that contributes to informing the wider community. Jatnika explained that the possession of literacy skills can have a positive impact, including enhancing individual, familial, and societal quality of life, as well as reducing poverty and illiteracy in Indonesian society (Jatnika, 2019). Aini explained that literacy, particularly reading literacy, can enhance intelligence on intellectual, emotional, and moral levels (Aini, 2018). Arono also emphasized that literacy is an essential skill for individuals in the 21st century. Through literacy, individuals are able to obtain and analyze the

information they need (Arono, Diani, Yunita, Aulia, & Syahriman, 2022).

Based on the discussion, it appears that the majority of individuals continue to hold the opinion that literacy is solely comprised of reading and writing skills. However, they do not recognize other forms of literacy. This new understanding led to increased enthusiasm in the community's participation in the workshop. One participant commented on the current problem, stating that numerous books have been made into digital books (ebooks) so that this will have an impact on the existence of existing printed books. The resource person emphasized the significance of mastering technological advances for developing technological literacy skills. However, they acknowledged the continued importance of reading books, particularly for individuals who lack access to technology, such as children.

For children, it is important to introduce them to a variety of reading books to foster a love for reading. Textbooks can also provide additional comfort and focus, preventing distractions from games or YouTube videos. Therefore, it is recommended to introduce diverse and interesting textbooks to children and the community before introducing them to digital books. Sanjaya mentioned that although e-books have many advantages, they also have disadvantages, specifically regarding eye health vulnerability (Sanjaya, 2023), this is particularly applicable to infants. According to Rahmaningtyas and Haryadi's research, respondents prefer conventional textbooks due to the ease of reading and reduced eye strain (Rahmaningtyas & Haryadi, 2022). In addition, Sukardi explained that textbooks can serve as a tool for

collaborative discussions and enhanced social abilities (Sukardi, 2020).

### ***Library/Reading Corner Launching***

The launch of the library/reading corner in Wero Village, Kebumen Regency commenced with distributing book donation pamphlets to ensure that the reading corner would be successful. A three-week campaign was carried out to socialize book donation and obtain a sufficient amount of books. Hundreds of books were assembled from community-level donations and sorted by eligibility and reading category. This resulted in the collection of 258 books for the library/reading corner in Wero Village, located in Kebumen Regency.



**Figure 6: Symbolic handover of books to PAC Fatayat**



**Figure 7: Symbolic handover of books to PAC Anshor**



The field supervisor presented the books to the head of the PAC Fatayat and Anshor of Gombong sub-district, Kebumen Regency, in a symbolic handover ceremony. The selected books were subsequently categorized and inventoried based on their reading type, including legal, religious, educational, general, and literary genres. The service team successfully established a library/reading corner for the PAC Fatayat and PAC Anshor communities in Gombong District, which they named Manba'ul Ulum and Riyadhul 'Ilmi.



**Figure 8: Signing of the Inauguration of the Library/Reading Corner**

The establishment of the library/reading corner exemplifies the Wero Village community's dedication to the literacy village program in Gombong sub-district. This facility provides an essential resource for community members to enhance their reading and writing proficiency. Anton et al state that the reading corner plays a significant role in cultivating a reading culture within the community. This can potentially transform the listening society into reading society. In addition, the presence of a reading corner will

support the economic independence of the community. (Ratnawaty Chotim, 2021; Robiansyah et al., 2022).

The recently opened library/reading corner received a warm welcome from the residents of Wero Village, located in Gombong sub-district of Kebumen Regency. The village officials and religious leaders, in particular, were pleased with the addition. According to the village head, the reading area is a valuable asset that will aid in the achievement of the literacy village program and in establishing a literate community. A number of interviews conducted with villagers indicated a positive and enthusiastic response to the newly established reading corner.

## CONCLUSIONS

Activities are performed in a continuous manner, beginning with the analysis of community needs in preparation for the community literacy movement. This includes coordinating with stakeholders, selecting the location for the village library, searching for books, and providing briefings and discussions regarding the community literacy movement. Results of these activities indicate successful implementation and improved understanding of the community literacy movement among participants. The presence of a library containing a diverse array of reading materials is a significant stride towards fostering a more literate society.

Future recommendations for community service initiatives could entail partnering with all involved parties and providing ongoing support to Wero Village until it reaches its goal of becoming a Literacy Village.

## ACKNOWLEDGMENTS

The writing team expresses gratitude to the community leaders, village officials, and the PAC Anshor and Fatayat communities of Gombong sub-district, Kebumen Regency for their support and active participation in the community service activities. Additionally, the team extends thanks to the Research and Community Service Institute (LPPM) of IAINU Kebumen for providing support and assistance to the community service activities by providing funds for the smooth running of the activities.

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