

Padang Panjang Community Reading Park toward UNESCO version of literacy city

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Abstract

Padang Panjang City Community Reading Park has role developing community literacy skills. Activity in community reading park and efforts to strengthen community literacy to realize the UNESCO version of the Literacy City. The purpose this research to know the role Padang Panjang Community Reading Park to developing community literacy skills and efforts to strengthen community literacy to realize the UNESCO version of the Literacy City. The research method used the descriptive qualitative. Eight informants from Rimba Bulan, Anggrek Bulan Garbage Bank, Red Orchid, and Makrame Community Reading Park. The study results showed that TBMs were actively developing community literacy skills by training children to read and write and for mothers to do handicrafts such as knitting, and processing plastic waste. The study concludes that TBMs in Padang Panjang City play a significant role in developing community literacy skills and contributing to the realization of the UNESCO version of the Literacy City. TBMs are active, involved in training children in reading and writing and empowering women through craft workshops and plastic waste processing. The TBMs focus on promoting social inclusion and increasing social inclusion literacy. Conclusion this research is community reading park through the diverse programs and collaboration to enhance creativity and service for the community.

Keywords: Community reading park; Social inclusion; Literacy city

Taman Bacaan Masyarakat Padang Panjang menuju kota literasi versi UNESCO

Abstrak

Taman Bacaan Masyarakat (TBM) di Kota Padang Panjang memiliki peran dalam mengembangkan kemampuan literasi masyarakat Kota Padang Panjang. Kegiatan di taman bacaan masyarakat membantu memperkuat literasi masyarakat dalam mewujudkan Kota Literasi versi UNESCO di Kota Padang Panjang. Penelitian ini bertujuan untuk mengetahui peran Taman Bacaan Masyarakat Padang Panjang dalam mengembangkan kemampuan literasi masyarakat dan upaya memperkuat literasi masyarakat untuk mewujudkan Kota Literasi versi UNESCO. Metode penelitian menggunakan deskriptif kualitatif. Informan terdiri dari delapan orang informan dari 4 TBM yang aktif, yaitu Rimba Bulan, Bank Sampah Anggrek Bulan, Anggrek Merah, dan Makrame. Hasil penelitian menunjukkan bahwa taman bacaan masyarakat yang aktif telah mengembangkan kemampuan literasi masyarakat, dengan kegiatan melatih anak membaca dan menulis, kegiatan untuk ibu-ibu dengan melakukan kerajinan tangan seperti merajut, dan mengolah limbah plastik. Taman Bacaan Masyarakat di Kota Padang Panjang berperan signifikan dalam mengembangkan keterampilan literasi masyarakat dan berkontribusi dalam mewujudkan Kota Literasi versi UNESCO berupa kegiatan melatih anak-anak dalam membaca, menulis, dan memberdayakan perempuan melalui lokakarya kerajinan dan pengolahan sampah plastik. Taman bacaan masyarakat fokus mempromosikan inklusi sosial dan meningkatkan literasi inklusi sosial. Di masyarakat Kota Padang Panjang. Simpulan penelitian yakni TBM melalui program yang beragam dan berkolaborasi mampu meningkatkan kreativitas dan layanan kepada masyarakat Kota Padang Panjang.

Kata Kunci: Taman bacaan masyarakat; Inklusi sosial; Kota literasi

INTRODUCTION

The National Literacy Movement (GLN) changed the paradigm of society to become more literate. People must have competence and skills in adjusting to the development of the digital era and the industrial revolution. Growing awareness to learn and understand reality and hopefully also be able to transform the mindset towards a more advanced and developed direction. This GLN policy is a top priority, which is closely related to the literacy component as a basis for the formation of human resources (HR) who are qualified, productive, able to compete, have character and are also nationalist (Handaka & Maulana, 2017; Rahayu, 2017).

Based on data on the literacy level, Indonesia ranks 62 out of 70 countries, meaning that Indonesia is ranked 9th from the bottom (Rahmawati, 2020). Meanwhile, based on a survey from the "Program for International Student Assessment" (PISA) released by the "Organization for Economic Cooperation and Development" (OECD) states that Indonesia is ranked second at the bottom of world literacy (Devega, 2017).

Based on research conducted by Afrina and Irwan (2022), the Community Reading Center (TBM) in Padang Panjang City has been actively working to develop and strengthen a culture of literacy in society. TBM has succeeded in increasing interest in reading among the public. However, specific data about people's reading interest in Padang Panjang currently needs to be available in the sources provided.

According to UNESCO, the interest in reading is very concerning, only 0.001%; from this percentage, we can understand that out of 1,000 Indonesians, only one

person has the desire to read. Apart from UNESCO, Central Connecticut State University, data in March 2016 in "World's Most Literate Nations Ranked" shows that Indonesia is ranked 60th out of 61 countries with low reading interest. Governments in recent decades in realizing GLN are trying to form and develop (TBM). This development is in line with the research carried out by (Ardiansyah et al., 2021).

This is a form of commitment made by the government and library institutions to educate the public through the development of interest in reading and is based on the Government of the Republic of Indonesia 2003 issued Law Number 20 concerning the law of national education system Number 20 (Republik Indonesia, 2003) which states that the existence of TBM as one of the units for non-formal education. Therefore, TBM needs to synergize to achieve the goal of empowering the love of reading in every community, (Yuliyanto & Irhandayaningsih, 2019).

Community Reading Parks are places established by the community in collaboration with the Government to provide access to reading materials aimed at increasing insight and knowledge (Saepudin & Mentari, 2016; Wirawan, Suandi, Budiart, & Sembiring, 2021; Septiarti, Sujarwo, Santi, & Trisanti, 2020). TBM is an extension of the public library to be more easily reached by every community.

Quantitative data showed the growth and activity of TBMs in recent years, as well as the number and types of activities carried out by each TBM. This data on the number of TBM had an impact on the rapid development of TBM to facilitate the reach of TBM in the community.

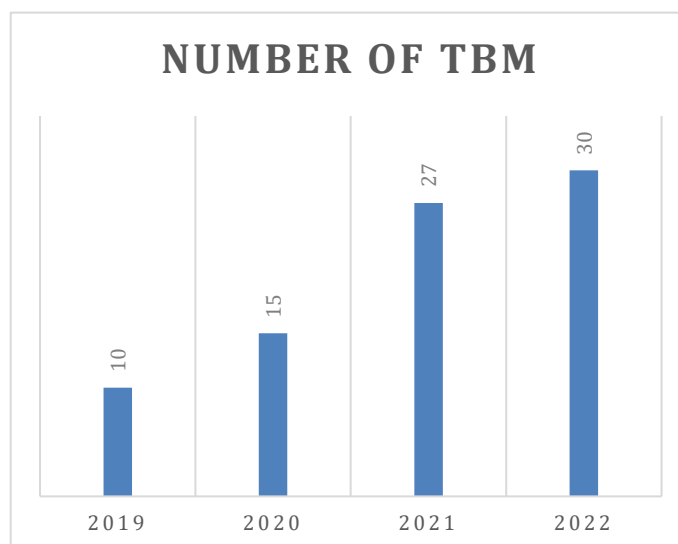


Figure 1. TBM development table of Padang Panjang City

Source: Padang Panjang City Education and Culture Department, 2022

Qualitative data, on the other hand, provided a deeper understanding of TBM's role and contribution to developing literacy skills and promoting reading culture. Data was obtained through interviews with TBM managers and managers, direct observation of TBM activities, and documentation of each TBM. The qualitative data helped capture the unique programs and initiatives undertaken by each TBM and their collaborative efforts to enhance creativity and services for the people of Padang Panjang.

By looking at the qualitative and quantitative data, it was understandable that TBM in Padang Panjang City has been actively working to create a UNESCO Literacy City. This TBM plays an important role in developing literacy skills, promoting social inclusion, and improving community welfare through economic empowerment.

This role of TBM is very important in supporting the Government's efforts to increase literacy in Indonesia. Several articles studied TBM in an integrated manner, such as Dwiyanoro (2019) about the role of TBM in growing literacy in the community. Similarly, Damayani, Silviana,

Saepudin, and Budiono (2017), Miharja, Luciana, Winoto, Anwar, & Septian (2021) have conducted research on TBM as a place for non-formal learning to meet the information needs of the community. Other articles, such as Jene, Yuniawati, and Rohmiyati (2013), and Susanti and Santi (2019), stated that TBM is becoming urgent as a center for the community to make it easier for them to read.

As is known, literacy has a broad and dynamic meaning, so the meaning of literacy becomes a benchmark in the progress of the nation's civilization in the world. In realizing a civilized society, the World Organization UNESCO issued a 'City of Literacy' program in 2004, with the main indicators of HR aspects and progress in the field of education. Padang Panjang City seeks to become a UNESCO Version of the City of Literacy because the city of Padang Panjang has strategic potential. This can be seen from the emergence of many literacy activists, the development of TBM, as well as the role of government agencies, academic practitioners and educational institutions. In line with this, the City of Padang Panjang is named the City of Education.



Figure 3. TBM development table of Padang Panjang City

Source: Padang Panjang City Education and Culture Department, 2022

In 2018, the city of Padang Panjang was designated as a Literacy City by the Head of the Indonesian National Library (PERPUSNAS). With this achievement, the Padang Panjang government is enthusiastic about developing TBM, which periodically collaborates with literacy activists. TBM in Padang Panjang is currently growing rapidly. In 2022 Padang Panjang City has 27 TBM. TBM continues to be active in developing literacy.

The Government's target in achieving the UNESCO version of a literacy city is to involve the Padang Panjang City Government, the Library and Archives Office, TBM supervisors and managers, the Padang Panjang City Education Office, and academics and practitioners. Who was involved in preparing the proposal for Padang Panjang as a UNESCO Version of the Literacy City?

It can be seen from the progress of the Padang Panjang City Library and Archives Office (DPK), which continues to develop programs for the development of literacy culture. The target of the Padang Panjang City government is to go to the UNESCO version of a literacy city. This

makes it interesting to study in more depth the DPK's efforts to achieve its goals.

Based on the description above, there is anxiety about the role of TBM in Padang Panjang City's effort to become a UNESCO version of the City of Literacy. Researchers feel that this problem is important to study because it has an up-to-date degree and has very high feasibility for publication in scientific journals, and this study is expected to contribute to the role of TBM as an effort of Padang Panjang City to become a UNESCO version of Literacy City.

The researchers study the role of the Community Reading Park (TBM) in Padang Panjang City in developing the literacy skills of the people of Padang Panjang City and how the efforts of the Community Reading Park (TBM) in strengthening community literacy realize the UNESCO version of the City of Literacy in Padang Panjang City. This study aimed to describe the role carried out by the Community Reading Park (TBM) in Padang Panjang City in developing the literacy skills of the people of Padang Panjang City and to describe the

efforts made by the Community Reading Park (TBM) in strengthening community literacy to realize the UNESCO version of the City of Literacy in Padang Panjang City.

Many articles published in international and national journals are related to Community Reading Parks (TBM). The topics examined in the articles are the role of Community Reading Parks (TBM), literacy, and TBM programs in improving literacy. For example, research conducted by Setiyono and Sukarni (2021) explains that community reading park needed to foster reading literacy, as well as TBM as a form of creating skills and having a role for individuals and in the institutional world. The results of research conducted by Pramudyo, Ilmawan, Azizah, Anisah, and Deo (2018), and Misriyani and Mulyono (2019) suggest that the potential for community literacy actually exists, but there is no support by facilities and infrastructure as well as maximum management so that the impact on the community skills does not develop.

In its effort to develop this potential, it is necessary to have a significant role of TBM in the community so that TBM becomes a means or place for the community to get sources of information that suit their needs and can also foster interest in reading. As in studies conducted by Wibowo et al., (2013), Pramudyo, Ilmawan, Azizah, Anisah, & Deo (2018), Pramudyo et al. (2018), Aulia (2018), Falahi et al., (2019), Syarif and Elihami (2020), dan Rahmawati, Nurrahmah, and Bhakti (2021) which suggested that TBM is a means to learn and a place to find information to increase interest in reading. Khoiruddin, Taulabi, and Imron (2016) mentioned that the role of TBM is very vital and strategic, because

the existence of TBM is present in the midst of the community.

In addition, previous studies conducted by Safitri (2013), Wulandari and Kusumaningtyas (2017), and Fauzi and Pratiwi (2021) show that the existence of TBM is one of the motivations and potential to foster literacy in the community. Besides, Irmawati (2014), and Aulia (2018) state that TBM has a role in improving people's intelligence and quality for humans. This study is in line with Rohmaniyah & Marwiyah (2020) about TBM as an effort to open knowledge horizons, because the role of TBM is a supporting source for learning.

The novelty of the research findings is to identify the specific role and contribution of the Community Reading Park (TBM) in Padang Panjang City to the achievement of the UNESCO version of the City of Literacy. This study highlights the diverse programs offered by each TBM and their collaborative efforts to enhance creativity and service for the community. This study provides a comprehensive understanding of the activities undertaken by TBM in developing literacy skills, promoting social inclusion, and improving community welfare through economic empowerment. The research findings contribute to the existing literature on Community Reading Parks and literacy promotion, serving as a reference for future research in the library field.

RESEARCH METHODS

This study used a qualitative research approach. Qualitative research, in general, can be used for research on people's lives, history, behavior, organizational functionalization, social activities, and others. Where, a study is a way to get information in accordance

with the research objectives (Sugiyono, 2014; Sudrajat & Moha, 2019). The main data sources in qualitative research are words and actions; the rest are additional data such as photo documentation and direct observation results. The type of research used in this study is descriptive qualitative with a field research approach (field research).

Research is an activity aimed at investigating a situation of a reason and the consequences of a set of special circumstances, which can be a phenomenon or variable. Therefore, research methods can be interpreted simply as conducting research. Researchers used purposive sampling technique to select informants in this research. The technique took informants or sources accordance with the research theme (Santosa, & Hermawan, 2020).

Researchers chose this type of approach because they needed data and information regarding the symptoms of phenomena that occurred in each TBM. In this study, data was obtained from TBM managers and coaches in Padang Panjang City consisting of eight informants. Alvin Nur Akbar, Eli Fahmi, Nini Yanti, and Asmanidar act as TBM managers, while TMB coaches included

Sepriadi, M. Subhan, Fitria, and Yan Kas Bari. Of the 27 TBMs in Padang Panjang City, the focus of this study was four active TBMs, namely Rimba Bulan, Angrek Bulan Waste Bank, Red Orchid and Macrame. Data collection techniques used were direct observation, interviews with TBM managers and coaches, and documentation of each TBM.

In qualitative research, the process of data analysis usually involves several stages. Specific stages of data analysis in research conducted at the Community Reading Park (TBM) in Padang Panjang City should be presented in the available sources. However, in general, the stages of data analysis in qualitative research may include data preparation, this stage involves organizing and preparing the collected data for analysis. This may include copying interviews, organizing documents, and ensuring data quality.

RESULTS AND DISCUSSION

The results of researchers' interviews with literacy activists showed data from 27 TBMs that were active in 2021, but due to the COVID-19 pandemic, the activities of these institutions were stopped. Table 1 shows the active TBM data as follows.

Table 1
TBM data active in Padang Panjang City

No.	TBM name	Reading park work program	Address	Management
1.	Rimba Bulan Reading Room	Rimba Bulan TBM develops various activities; apart from providing book reading services to the community, it also develops creative literacy programs, such as music classes, drawing classes, writing classes, discussion rooms and social actions so that it is designated as an educational (literacy) tourist destination and becomes an alternative tourist destination besides other tourist attractions.	Jl. Rph No.21 RT 7 Samping Hotel Rangkayo Basa Siliang Bawah	Alvin Nur Akbar
2.	Reading Park of the Anggrek Bulan Waste Bank	This Reading Park is not only for saving waste but there are several activities, including: Store sorted household waste; a place to read for early childhood, elementary school children, adolescents, adults, and the elderly; as a meeting place for mothers and children to make crafts and learn skills; a place to practice storytelling; a training ground for mothers on how to give counseling; a place for developing children's and youth's talents and arts; a place for discussion.	Jl. Rahmah El Yunusiah No. 64a RT 8 Kelurahan Pasar Usang	Eli Fahmi
3.	Anggrek Merah Reading Park	Where to read; lend books for those who read at home; learn together while completing schoolwork; helping children inspire crafts; early childhood playground; learn to draw, math, and calligraphy; discussion of local mothers and other social gatherings.	Jl. M. Yamin S.H No. 18 RT 16 Gang Kita Kel. Pasar Usang	Nini Yanti
4.	Makrame TBM	Learn <i>tahsin</i> for mothers; theater classes, poetry, panonyms; skill classes; music classes; participate in various events; learn to color; learn storytelling; learn to dance; RT-level coloring contest for children; art and culture workshops; establish cooperation with various related OPDs; invite children to borrow books; art performance night involving the surrounding community; collaborating with TBMs in Padang Panjang; ahealth counseling.	Jl. Prof Hamka RT 01 Kelurahan Bukit Surungan	Asmanidar

Source: Padang Panjang City Library and Archives Office, 2022

The Role of Padang Panjang City Community Reading Park in Developing the Literacy Skills of the Padang Panjang City Community. They are valuable resources for society and can help preserve national and cultural wealth as well as act as a liaison for sources of information and knowledge contained in library collections,

acting as an institution that fosters interest in reading, love of reading, reading habits and reading culture by providing a variety of collections according to the wants and needs of the community, take an active role as a facilitator, mediator, motivator for people who seek, use, and develop their knowledge and experience, act as an agent

of change, an agent of development and an agent of culture, and have non-formal educational facilities for community members. Communities can learn how to research their information and knowledge and explore their uses (Dwiyantoro, 2019).

Based on the theory above and the results obtained by researchers in the field, they found that the role of reading parks in increasing the literacy of the people of Padang Panjang City could be seen from the research results of the Rimba Bulan

reading park. Some of the roles of reading parks in increasing community literacy in Padang Panjang City are by implementing and developing community literacy, starting from strategic and attractive places so that people visit, even if they only come to read magazines or newspapers. A nice and clean attractive place can influence people to feel at home visiting the Rimba Bulan Community Reading Park.



Figure 3. Interview with the founder of Rimba Bulan Community Reading Park
Source: Personal documentation, 2022

In addition, HR also influences people to stop by. If the place is good, but the human resources still need to be improved and managed properly, then the reading garden will be abandoned. The reading park must also provide a program to make the TBM run with what is well-planned. Moreover, relationships and networks are needed to expand the reach of the community so that the people of Padang Panjang City also know the TBM, which provides interesting programs.

Publications and introductions in cyberspace are also important to attract visitors to the reading garden through social media. Furthermore, the last one is documentation of activities that have been

carried out and archived in the form of photos, videos, etc. Finally, the evaluation process is useful for evaluating activities that have been carried out or not.

The role of Anggrek Bulan TBM in developing community literacy was not only through the available books but was demonstrated by other program activities that could attract community interest. The Anggrek Bulan TBM strived so that children did not get bored just doing activities at school, but made children creative, such as learning sports, dancing, music and storytelling so that children did not get bored while learning.

In addition, the Anggrek Bulan TBM also taught people to make handicrafts

from used goods so that they had a high selling value. Anggrek Bulan TBM also applied play learning, which could sharpen the brain, make children creative and fill their free time more usefully.

There was a myriad of benefits from activities at Anggrek Bulan TBM in making handicrafts obtained by children. These included training children's skills, honing fine motor skills, accuracy, and patience, as well as training attention. In addition, learning to make handicrafts also trained children to develop self-confidence. They could show their work to friends, teachers, and parents through the results of activities carried out by Anggrek Bulan TBM. It painted their confidence as taking shape. Through the results of the workshop, the manager of the Anggrek Bulan TBM could also assess the character of the children who often visited the TBM. Children's work that tended to be untidy or rough and completed quickly indicated that the child was impatient, not meticulous, and untidy, for example.

As for the children's handicrafts, they looked neat; however, they worked on them for a long time. This means that the child was indeed meticulous and patient, only perhaps less dexterous or swift. From these results, the management of TBM could provide a separate approach to each child. The manager of Anggrek Bulan TBM could also see that if the child's handicrafts were neat and good and he was very fond of this artwork, then it might be that his right brain that worked was more dominant.

Meanwhile, at Anggrek Merah Reading Park, TBM's role and efforts were to strengthen community literacy by holding acting activities. The art of acting is the art of acting as if someone or

something is not themselves so that it is in line with the play, script or concept that one wants to perform. In essence, there are various styles of acting or acting arts used in acting. Each art style of the role has its advantages, especially when it comes to the type of acting needs, such as acting for theater or film. This was an activity carried out in the Anggrek Merah TBM so that children could learn creatively and not boringly.

In addition, the Anggrek Merah TBM also taught mathematics because judging from the benefits of learning mathematics for children, what was no less important was to encourage their ability to solve a problem or problem-solving. Learning mathematics helped children to get used to doing analysis and finding the best solution to a problem. In addition, the management also taught children poetry and made crafts from used goods and sewing training, which also added economic value to the surrounding community.

The role and efforts made by TBM to improve community literacy, included teaching knitting, theater, and other art activities because children already acquired reading literacy at school. In addition, Makrame TBM also held other activities such as learning *tahsin* for mothers, theater classes, poetry, pantonyms, skills classes, music classes, participating in various events, learning to color, learning to tell stories, learning to dance, neighborhood level coloring competitions for children's arts and cultural workshops, collaborating with various related parties to invite children to borrow books, evenings for art performances involving the local community and collaborating with TBMs in Padang Panjang.

Community Reading Park is an institution or organization that organizes the development of reading culture and reading interest from the community by providing reading collection facilities and information sources for the community and becoming a place to develop the community around the Community Reading Park (Majumder, 2016; Husin, 2018; Husin, 2019; Kartika et al., 2022; Rodin & Perdana, 2022). Based on the theory above and supported by data obtained by the researcher from the interview results with Muhammad Subhan, who stated that Rimba Bulan TBM has carried out literacy activities in developing and strengthening community reading literacy by holding positive and creative activities such as poetry reading competitions, writing books with the name of the Ellipsis Writing Class activity which was mentored directly by Muhammad Subhan, discussion, playing traditional musical instruments. With the activities held by Rimba Bulan TBM, the surrounding community became interested in participating in these activities.

However, this was different from the conditions in the field, where the public did not follow some of these activities from beginning to end. This was also influenced by the conditions during the COVID-19 pandemic period and people were more interested in using smartphones. However, literacy activist and Rimba Bulan TBM trainer Muhammad Subhan continued to hold activities, namely an online writing class called Ellipsis. This activity took place every Monday evening and was attended by quite a lot of people.

Padang Panjang City, which was inaugurated as a Literacy City in 2017, has

started a very active literary movement. However, long before that, the city was also famous as a center for the development of advanced knowledge as a sign of urban civilization. A city that has developed rapidly since the beginning of the 19th century, Padang Panjang has given birth to various reformers in the field of education and culture (Saaduddin et al., 2022). From the description above, researchers can conclude that the efforts made by Rimba Bulan TBM in creating a UNESCO Literary City are by "selling" the advantages of Rimba Bulan TBM in terms of strategic location, diverse collections, fostered directly by literacy activists, and the author Muhammad Subhan, as a safe, comfortable, unique, interesting and Instagrammable place. Then another effort was to hold intense and sustainable creative activities in order to maintain and strengthen literacy, especially reading in the community during the COVID-19 pandemic.

Even so, the reality on the ground has not fully complied with the informant's statement because of the factors that hindered efforts to strengthen the Reading Literacy of the People of Padang Panjang City. The manager of Rimba Bulan TBM has an important role in efforts to strengthen the community's reading literacy; therefore, he must be active in carrying out the design of Rimba Bulan TBM activities.

The Community Reading Park develops as a center for new ideas as described above and is used to develop, maintain, and strengthen community literacy skills so that they can also improve the living standards of the surrounding community with positive activities in the TBM. The 2006 Community Reading Park Implementation Manual explains that

TBM is a forum or space or place that is held and managed properly by the manager, the surrounding community, and the local Government for the development of reading literacy in the community (Sani & Suwanto, 2018). Based on the theory above and supported by data obtained by researchers from interview results with the manager of the Reading Park of the Anggrek Bulan Waste Bank, Eli Fahmi, who stated that the activities carried out at the Reading Park were processing used goods and waste to be reused as handicrafts of economic value, so as to improve the living standards of the surrounding community.

Community Reading Park is an institution or organization that organizes the development of reading culture and reading interest from the community by providing reading collection facilities and information sources for the community and becoming a place to develop the community around the Community Reading Park (Afriani, 2018; Satpathy, 2020). Based on the theory above and supported by the results of the researcher's interview with the manager of the Anggrek Merah Reading Park, Nini Yanti, who stated that the Anggrek Merah Reading Park provided a variety of reading materials such as novels, storybooks, textbooks, and others that supported the strengthening of community literacy. However, field conditions explained that the collection of reading materials for Reading Park needed to be improved in number, and the visitors were absent due to the COVID-19 pandemic.

Padang Panjang City, which is known as one of the Cities of Literacy, strives continuously to improve the culture of literacy and literacy skills by

reviving the existing and growing TBM with all kinds of activities and training. In addition, the Padang Panjang City government is also trying to realize Padang Panjang City as one of the UNESCO Literacy Cities. It is expected that these efforts will be able to make Padang Panjang City coexist with the world's Literacy Cities, such as Barcelona-Spain, Milan-Italy, Manchester-England, Seattle, the United States and Baghdad-Iraq. Not only the Government's efforts are expected, but the surrounding community also enjoys the provision of information needs from the Library, School, and Community Reading Park Offices which play an active role in developing and strengthening Community Literacy. Padang Panjang also has Literacy activists who have recorded activities and training held to continue to be able to realize the City of Padang Panjang as a UNESCO version of the City of Literacy (Afrina & Irwan, 2022).

Based on the presentation and interview that the author analyzed, the manager of the Anggrek Merah Reading Park, Nini Yanti, revealed that she needed to learn the exact information regarding Padang Panjang City's plan to become a UNESCO Literacy City. This is also a big homework for the relevant Government and other literacy activists to inform other TBM managers that Padang Panjang City wants to realize the UNESCO Version of the City of Literacy.

Community Reading Park (TBM) is an institution that serves the needs of the community for information about science through reading materials and other library materials that can meet the information needs of the community served (Joselin & Panneerselvam, 2015). The manager of a Community Reading

Park (TBM) must always try to understand the needs of the community and know how to satisfy and fulfill their information needs. So, the public complaints regarding obtaining information that we often hear will disappear as Community Reading Park (TBM) managers become more professional in serving the community as well as possible.

The manager of Makrame TBM, Asmanidar, stated that Makrame TBM carried out many creative activities, especially in rigging crafts that could also improve people's lives. Likewise, the collection of reading materials at Makrame TBM also has quite a lot of Scientific Papers, such as Theses and Dissertations, because he is also a lecturer at ISI Padang Panjang. However, this still needs to be improved because the condition of Makrame TBM is empty of visitors. Usually, on Saturdays and Sundays, there are activities such as knitting, poetry reading, and other activities.

In this regard, TBM is creating a UNESCO version of a literacy city in Padang Panjang City in line with the management of the Anggrek Merah Reading Park. The manager of Makrame TBM, namely Asmanidar, stated that this TBM did not know about the plan of the City of Padang Panjang towards the UNESCO version of the Literacy City. Therefore, socialization is needed for literacy activists and managers regarding the great desire of the Padang Panjang City Government to become a UNESCO Literacy City.

Padang Panjang City won the second title as a Literacy City through ICCN (Indonesia Creative Cities Network), which is a Creative City network institution in Indonesia connected to UCCN (UNESCO Creative Cities

Network). Many supporting factors are needed to create a UNESCO Literacy City, one of which is the existence of Community Reading Parks, which act as providers of community information needs apart from formal schools and libraries.

So, every five years, new creative cities must be proposed. There are 17 creative industry subsectors, namely fashion, culinary, publishing, and so on. Like Padang Panjang City, at that time, we are predicted to become a Literacy City because it is a movement.

The literacy of Padang Panjang City was good from 2017 to 2020; the movement was very good because, at that time, everything was moving and supported by the Mayor of Padang Panjang City. However, from the document proposed to UNESCO, the city of Padang Panjang needs to improve in the aspect of issuance. It expects that Padang Panjang City can increase the field of publishers to meet UNESCO standards. Moreover, maintain the diversity of creative programs from every TBM in Padang Panjang City.

The Padang Panjang City Government has an important role in achieving the UNESCO version of Literacy City status. The Government needs to make efforts to strengthen community literacy by supporting and facilitating TBM activities. To get to the UNESCO version of Literacy City, the researchers provide several recommendations, including Increased Publishing Field: To meet UNESCO standards, Padang Panjang City needs to increase the field of publishing by increasing the number of publishers. This will help in providing reading materials that meet people's information needs; Creative Program

Maintenance: It is important to maintain the diversity of creative programs from each TBM in Padang Panjang City. Continuous collaboration between TBMs also needs to be improved to improve creativity and services for the community. Increased Role of TBM: Active TBMs should continue to be involved in training children in reading and writing and empowering women through craft workshops and plastic waste processing. It will help improve people's literacy skills and promote social inclusion; and lastly Socialization and Information: Better socialization is needed for the community regarding the plan of Padang Panjang City to achieve the UNESCO version of the City of Literacy. It is also the responsibility of the relevant government and literacy activists to inform other TBM managers that Padang Panjang City wants to realize the UNESCO version of the Literacy City.

CONCLUSION

Based on the research results and discussion, it can be concluded that TBMs, which are currently active in Padang Panjang City, have an important role in developing community literacy skills. This can be seen from the activities carried out regularly by TBMs, such as practicing reading and writing and inviting children to study while watching animated learning videos so that children do not get bored easily while learning. The other activities carried out by the 4 TBMs that are still active are the Rimba Bulan Reading Corner, the Anggrek Bulan Garbage Bank, the Red Anggrek and Makrame to attract people to visit the place such as teaching and conducting training for mothers to make handicrafts such as knitting threads, processing plastic waste into handicrafts that have a sale value so that they can help

increase the income of the women around TBM. The condition of Community Reading Parks (TBM) shows that only four TBMs are still active, namely Rimba Bulan Reading Park, Anggrek Bulan Waste Bank, Anggrek Merah and Makrame, in strengthening the reading literacy of the people of Padang Panjang City, including carrying out activities on certain days such as every week, every Monday night and other times, the activities carried out are adjusted to each TBM program. In this case, the role of TBM in realizing the UNESCO version of the Literacy City directs activities related to social inclusion, such as competitions, acting, knitting, waste processing, storytelling competitions, and other activities. Based on the conclusion, the researcher suggests conducting a similar study and increasing the duration of time when conducting the research so that the results obtained are more optimal and in-depth.

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