

The 3rd International Conference of Imam Bonjol Library 2025

"LIBRARIES: GATEWAYS TO SDG'S"

<https://proceeding.perpus.uinib.ac.id>

e-ISSN: 3090-3599

The Role of Taman Bacaan Rumah Kreatif Wadas Kelir in Achieving Sustainable Development Goal Point 4

Peran Taman Bacaan Masyarakat Rumah Kreatif Wadas Kelir dalam Mewujudkan Sustainable Development Goals Poin 4

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Abstract

Background of the study: The TBM Rumah Kreatif Wadas Kelir was chosen as the research object because it has several programs focused on community education and can support SDG's Point 4.

Purpose: Explain any Programs TBM Rumah Kreatif Wadas Kelir to Support the Sustainable Development Goals Point 4

Method: This research uses a descriptive qualitative research method, which involves data collection through observation, interviews, and documentation.

Findings: The results of this research show that TBM Rumah Kreatif Wadas Kelir has programs focused on education, including literacy schools for children and volunteers, early childhood education (PAUD), package B and C schools, as well as tutoring programs that support SDG's point 4.

Conclusion: TBM Rumah Kreatif Wadas Kelir has four programs to support SDG's Point 4. These programs target the local community, especially teenagers and children. However, the challenge faced is the low community response to these programs.

Keywords: taman bacaan masyarakat; sustainable development goal; Rumah Kreatif Wadas Kelir

Abstract in Indonesia

Latar Belakang Penelitian: TBM Rumah Kreatif Wadas Kelir dipilih menjadi objek karena memiliki beberapa program untuk menunjang SDG'S Poin 4

Tujuan: Mendeskripsikan program TBM Rumah Kreatif Wadas Kelir untuk mendukung SDG'S Poin 4

Metode: Penelitian ini menggunakan metode penelitian kualitatif deskriptif, yaitu pengumpulan data dengan cara observasi, wawancara, dan dokumentasi

Temuan: Hasil dari penelitian ini Haiti TBM Rumah Kreatif Wadas Kelir memiliki program yang fokus pada pendidikan diantaranya yaitu program seperti sekolah literasi untuk anak dan relawan, PAUD, sekolah paket B dan C, serta bimbingan belajar yang dapat menunjang SDG's poin 4

Simpulan: TBM Rumah Kreatif Wadas Kelir memiliki empat program dalam menunjang SDG's Point 4, Program tersebut targetnya yaitu masyarakat sekitar khususnya remaja dan anak-anak, dan tantangan yang dihadapi ialah masih rendahnya respon masyarakat terhadap program tersebut.

Kata Kunci: taman bacaan masyarakat; sustainable development goals; Rumah Kreatif Wadas Kelir

Introduction

Developing a reading habit, according to Khoirunnisa, is crucial and should be nurtured from an early age, both at home, in educational institutions, and within the community. Therefore, efforts to encourage people's interest in reading depend not only on individual motivation but also on environmental factors that support reading activities. Maximizing the utilization of libraries, supported by collaboration among various groups, is essential to fostering a literacy culture, increasing reading activities, improving material comprehension, acquiring information and knowledge, and producing high-quality works. However, large libraries cannot reach all segments of society, particularly those in rural areas, as libraries are mostly accessible in major cities. For this reason, specialized libraries such as community libraries or Community Reading Gardens (Taman Bacaan Masyarakat, TBM) are necessary.

A Community Reading Garden, abbreviated as TBM, serves as a platform for the public to engage in activities typically related to reading and writing. TBM activities are not limited to education but also include recreational activities for children in the surrounding area. The combination of education and recreation aims to attract community interest in the programs offered by TBMs. Amrin (as cited in Septiono et al.) describes TBMs as institutions or service units that provide various reading materials to meet the needs of individuals or groups in villages or regions that require access to books and information. TBMs foster a reading interest and cultivate a reading culture within the community. More specifically, Kalida and Mursyid explain that TBMs emerged due to the personal needs of society, as their existence directly responds to public demand.

TBMs are one of the community-driven efforts to improve literacy skills. These institutions provide physical spaces and reading materials that are highly effective in offering open access to information. Most TBMs in Indonesia are initiated by individuals or community groups. The presence of TBMs is expected to have a significant impact on advancing the reading culture in Indonesia. TBMs function as an alternative to libraries, sharing the same goal of increasing people's enthusiasm for reading. (Nasution & Monika, 2024) The general purpose of libraries is to provide information services to the public. Each type of library serves different community groups, and thus, their specific objectives vary. These objectives include (Widiasta, 2007):

1. National libraries serve as repositories for library materials while also providing services to the public.
2. University libraries cater specifically to the academic community within universities.
3. Special libraries serve a homogeneous group of individuals who require specialized information.
4. Public libraries serve all segments of society.
5. School libraries provide services to students and teachers within schools.

According to Hastari, Community Reading Gardens (Taman Bacaan Masyarakat, TBM) are non-formal educational services located within communities that provide benefits and positive impacts for society. This non-profit organization plays an essential role in empowering the surrounding community. TBMs serve as informal learning spaces where people can learn and access information based on their needs (Agustiani & Wicaksono, 2021).

One example is Taman Bacaan Masyarakat Rumah Kreatif Wadas Kelir, located on Wadas Kelir Street, Karanglesem Village, South Purwokerto District. This TBM was established in 2014 by Mr. Heru Kurniawan. Its activities are directly managed by local volunteers under the guidance of Mr. Heru Kurniawan. The TBM offers various programs, including literacy schools, early childhood education (PAUD), package B and C education (equivalent to middle and high school diplomas), and tutoring services. In addition to educational activities, this TBM also provides recreational activities such as swimming on Sundays and outdoor events.

The poor quality of education in Indonesia is not solely due to the distribution of education but also involves issues related to teaching quality, educational relevance, and administrative competence. The

quality of Indonesian language education is also significantly behind compared to other countries. Access to education in Indonesia remains a challenge, as more than 1.5 million children drop out of school each year. Furthermore, from a teaching quality perspective, more than 54% of instructors lack the necessary professional competency guidelines. This issue aligns with the Sustainable Development Goals (SDGs), a global program initiated by the United Nations (UN) to address 17 sustainable development targets. This topic is particularly relevant to SDG Goal 4: Quality Education. Therefore, education in Indonesia should not focus solely on formal education but must also incorporate non-formal education programs. These programs aim to assist marginalized students, school dropouts, and adults seeking to expand their knowledge and life skills. Additionally, TBMs cater to the needs of local communities by providing specialized learning services. Community Reading Gardens (TBM) function as non-formal institutions that offer an engaging and accessible way to acquire information and knowledge. (Barkah, 2022)

The establishment of TBMs also supports the goal of Sustainable Development Goals (SDGs). Sustainable development is designed to enable responsible growth for all nations, recognizing that countries worldwide are interconnected and dependent on one another. The progress of one nation can directly or indirectly impact others. The Sustainable Development Goals (SDGs) is a global development agreement signed on January 25 and ratified by the United Nations (UN) in September 2015 under the theme: "Transforming Our World: The 2030 Agenda for Sustainable Development." (Juniadi & Heriyanto, 2021).

The Sustainable Development Goals (SDGs), according to Junaidi and Heriyanto (2021), are a global action plan that is part of the Millennium Development Goals (MDGs) program, with a 15-year target period from 2016 to 2030. Examples include eliminating discrimination in poverty eradication, ensuring equal access to education, and maintaining a healthy environment. The core principle of the SDGs is "leaving no one behind", which is based on efforts to eradicate poverty, reduce inequality, and protect the environment. The implementation of the Sustainable Development Goals (SDGs) consists of 17 objectives, which include:

1. No poverty
2. Zero hunger
3. Good health and well-being
4. Quality education
5. Gender equality
6. Clean water and sanitation
7. Affordable and clean energy
8. Decent work and economic growth
9. Industry, innovation, and infrastructure
10. Reduced inequalities
11. Sustainable cities and communities
12. Responsible consumption and production
13. Climate action
14. Life below water (protecting marine ecosystems)
15. Life on land (protecting terrestrial ecosystems)
16. Peace, justice, and strong institutions
17. Partnerships for the goals

The connection between the Sustainable Development Goals (SDGs) and Community Reading Gardens (TBM) lies in SDG Goal 4: Quality Education. A quality education is one that effectively addresses issues faced by communities with limited access to knowledge. The role of Community Reading Gardens (TBM) in achieving this goal is reflected in their educational activities, such as teaching and learning sessions, knowledge discussions, literacy programs, and other educational initiatives.

From an Islamic perspective, the SDGs emphasize that humans are the driving force behind sustainable development, and ethics serve as its guiding principle. In Islamic society, ethical and moral leadership is rooted in Islamic values. Therefore, it is important to understand the Islamic perspective on sustainability, which aligns with the teachings of the Quran. This is reflected in Surah Al-Ahzab (33:21), where Allah SWT emphasizes ethics, morality, and noble character.

"Indeed, in the Messenger of Allah, you have an excellent example for those

who hope in Allah and the Last Day and remember Allah often." (Surah Al-Ahzab 33:21)

This verse highlights the comprehensive guidance in Islam, including its economic principles, which differ significantly from traditional economic concepts. One of the main differences is that Islam establishes clear goals and guidelines for economic activities. In Islamic economics, both material (secular) and spiritual (hereafter-oriented) objectives are pursued simultaneously (Triani dkk., 2023).

The Sustainable Development Goals (SDGs) are crucial for the world as they provide a global framework for achieving sustainable development and addressing challenges faced by nations worldwide. Indonesia also greatly benefits from the SDGs, as the country faces numerous issues that align with SDG objectives. The SDGs offer a structured approach that both the government and Indonesian society can use to tackle these challenges and build a more prosperous and sustainable community. According to Panuluh, the SDGs are based on five fundamental principles that balance economy, society, and the environment, namely People, Planet (Earth), Prosperity, Peace, and Partnerships (Saad dkk., 2020).

The selection of the Rumah Kreatif Wadas Kelir Community Reading Garden (TBM) as the research site was based on observations showing that this TBM offers various activities to support community education. Therefore, the author assumes that Rumah Kreatif Wadas Kelir TBM is an ideal research object. The activities at this TBM help provide equal educational opportunities for underprivileged communities who lack access to proper education. This is particularly beneficial for rural or remote communities that live far from schools in their areas. This paper discusses about TBM Wadas Kelir Community to Support Sustainable Development Goals (SDGs) especially SDG's Point 4 include program/activities, audience target, and challenges.

Method

This study is a qualitative research that is descriptive and analytical. In qualitative research, description refers to the explanation and elaboration of events, phenomena, or social situations being studied. Analysis, on the other hand, means interpreting and comparing research data. Bogdan and Taylor define qualitative research as a research procedure that produces descriptive data in the form of written and spoken words from observed individuals and behaviors. Meanwhile, Creswell defines qualitative research as a process of studying social phenomena and human problems. This method emphasizes quality, utilizing focused, multi-method, natural, and holistic approaches to discover meanings, understandings, concepts, characteristics, symptoms, symbols, and explanations of phenomena. It is also considered a narrative strategy in scientific research. (Waruwu, 2023)

Data collection methods include observation, interviews, and documentation. The collected data plays a crucial role in answering the research problems. The data from interviews, observations, and documentation is then filtered and reduced. According to Moleong, data reduction is performed after all data is recorded to filter relevant research data. After completing the data reduction process, the next step is data presentation and conclusion formulation. The final stage involves triangulation to verify the validity of the data. Triangulation is a process of validating data by comparing it with other sources to ensure its reliability (Winastwan & Fatwa, 2022).

Information regarding TBM's programs and activities is obtained through interviews with TBM managers, 2 librarians, and community members involved in TBM activities. Documentation is carried out by analyzing SOPs, policies, and other related documents regarding TBM's programs. These methods are used to collect additional data to answer the research questions. The documentation process is conducted in collaboration with one of the administrators of Rumah Kreatif Wadas Kelir TBM.

Result and Discussion

The Community Reading Garden (TBM) serves as a platform for the community to engage in activities primarily related to reading and writing. However, TBM activities are not limited to education; they also include recreational programs for children in the surrounding area. The combination of education and recreation is designed to attract community members to participate in TBM programs.

According to existing laws and regulations, there are at least four fundamental legal bases for TBM:

1. The 1945 Constitution, Preamble, Fourth Paragraph, which outlines the national goals.

2. Law No. 20 of 2003 on the National Education System, particularly Article 26, Paragraph 4, which refers to non-formal education units.
3. Law No. 43 of 2007 on Libraries.
4. Law No. 25 of 2009 on Public Services.

These regulations serve as the foundation that must be considered in the establishment and management of Community Reading Gardens. (Istiqomah, 2022). The Community Reading Garden (TBM) plays a crucial role in realizing the Sustainable Development Goals (SDGs). According to Ishartono, the SDGs concept was introduced during the 2012 United Nations Conference on Sustainable Development in Rio de Janeiro. The primary goal of the conference was to establish universal objectives that maintain balance between three dimensions of sustainable development: Environmental sustainability, Social sustainability, and Economic sustainability. To maintain balance among these three dimensions, SDGs are based on five core pillars: 1) People (human well-being), 2) Planet (environmental sustainability), 3) Prosperity (economic growth and well-being), 4) Peace (social justice and stability), and 5) Partnerships (collaboration and cooperation). Additionally, SDGs aim to achieve three noble goals by 2030, including poverty eradication (Guntari dkk., 2023).

Sustainable development is crucial for responsible progress in all nations, as countries worldwide are interconnected and interdependent. The development initiatives undertaken by one country may have direct or indirect impacts on other countries. The core principle of SDGs is “leaving no one behind”, with a focus on eradicating poverty, reducing inequality, and protecting the environment. The implementation of SDGs includes 17 key objectives, one of which is ensuring quality education (Juniadi & Heriyanto, 2021).

Quality education is essential for a nation's progress. Education should not only act as an agent of change for the younger generation but also function as a catalyst for transformation that leads to real societal progress. Education is not merely about formal institutions; it must be able to shape the mindset and worldview of the nation's youth, who will lead the country toward success. Innovative and high-quality education plays a significant role in developing creativity, especially among young generations, fostering curiosity, which is crucial for future innovators, and implementing sustainable development concepts. According to a report by UNESCO (United Nations Educational, Scientific, and Cultural Organization), Indonesia ranks 64th out of 120 countries in terms of education quality. Additionally, in the 2015 Education Development Index, Indonesia ranked 57th out of 115 countries. This indicates that Indonesia still lags behind other ASEAN countries, such as Singapore, which was ranked 11th at the time.

Indonesia faces several issues that contribute to the low quality of education, including: Poor education management, Unequal distribution of educational facilities and infrastructure, especially between urban and rural areas, Lack of government support, and Low standards for evaluating learning outcomes. To ensure quality education for all citizens, Indonesia must improve its education system by actively supporting the implementation of Sustainable Development Goals (SDGs) (Safitri dkk., 2022).

In order to achieve the SDGs, the role of human resources is essential in managing information institutions and related activities. Human resources have a significant impact on the effectiveness of Community Reading Gardens (TBM)—whether they function properly or not depends on the quality and quantity of their personnel. While having a large number of human resources may ease management, simply having more people does not necessarily guarantee success. If the personnel lack the necessary skills and capabilities, their presence may not contribute effectively to TBM operations. Unfortunately, many information institutions, particularly school libraries and community reading centers, still struggle with a shortage of qualified human resources to manage their facilities.

The Community Reading Garden Rumah Kreatif Wadas Kelir, located on Wadas Kelir Street, Karangklesem, South Purwokerto, has a team of capable volunteers and managers. These individuals help implement various educational programs that align with Goal 4 of the Sustainable Development Goals (SDGs): Quality Education. This TBM was founded by Mr. Heru Kurniawan in 2014 and has since been managed with the support of volunteers, including university students and community members. The activities organized by TBM Rumah Kreatif Wadas Kelir aim to enhance education, and among them are:

1. Literacy School

The Literacy School Program is one of the initiatives launched in 2019 with the aim of fostering a stronger culture of literacy. The program is not only designed to encourage visitors to enjoy reading, but also to cultivate a shared enthusiasm for reading among the program organizers themselves. The Literacy School is divided into two parts: the Children's Literacy School and the Literacy School for Volunteers.

The Children's Literacy School takes place every Friday and Saturday afternoon. Activities include writing poetry, playing educational games, and engaging in creative projects. In addition, outdoor learning activities such as swimming on Sundays or learning while playing in a recreational park are also part of the program. These activities are designed to combine learning and play, which is suitable for the children's age group. The program involves approximately 25 children and is facilitated by volunteers or directly supervised by Mr. Heru, the founder of the community reading center (Taman Bacaan Masyarakat). *See the image below:*

Figure 1. Learning and recreational field trip activities outside the TBM environmen



Source: Instagram @rumahkreatifwadaskelir

As illustrated in the image, in addition to activities held within the TBM environment, the children also participate in outdoor activities. These not only provide knowledge from different environments but also serve as educational recreational opportunities.

Meanwhile, the Volunteer Literacy School is held from Monday to Thursday in the evening. Activities focus on book discussions and reviews, covering a range of genres such as history, motivation, and non-fiction literature. During these sessions, the volunteers also livestream the discussions via the Instagram account @rumahkreatifwadaskelir. This program currently engages around 15 volunteers. It is hoped that the number of participants will continue to grow, increasing public awareness and enhancing the positive impact of the program on the wider community.

Figure 2. Volunteer Literacy School learning activities



Source: Instagram: Instagram @rumahkreatifwadaskelir

As shown in Figure 2, the volunteers involved in managing the Community Reading Center (TBM) also participate in the Literacy School activities alongside the educators at the center. This initiative ensures that the volunteers do not function solely as facilitators but also engage as learners within the TBM environment.

The implementation of the Literacy School program is highly significant for community development, particularly for children and adolescents. Amid the rapid advancement of technology, young people must be equipped with the ability to critically select and evaluate the vast amount of information they encounter. Furthermore, they must be encouraged to continuously develop their talents and skills. Education should not be confined to formal classroom settings; it can also be acquired through a variety of activities that stimulate both cognitive abilities and practical skills.

Therefore, the Literacy School program aligns with Sustainable Development Goal (SDG) 4, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

2. Early Childhood Education Program (PAUD)

Continuing the discussion on the importance of quality education, achieving this goal can begin by providing access to education as early as possible. In response to this need, TBM Wadas Kelir has taken proactive steps by establishing an Early Childhood Education (PAUD) program. This initiative has gained considerable interest from the local community, as evidenced by the current enrollment of approximately 52 children.

The PAUD program operates from 07:00 to 11:00 A.M and is facilitated by local volunteers. TBM Wadas Kelir provides two classrooms and a dedicated play area for the children. In addition to academic instruction, the program also incorporates off-site activities such as educational visits to nearby museums or local tourist attractions, enriching the children's learning experiences beyond the classroom setting.

PAUD Wadas Kelir is specifically designed for early childhood learners aged 3 to 6 years. The program is organized and operated by a team of dedicated volunteers and mothers from the Wadas Kelir community. It includes two learning units: *Kelompok Bermain* (Playgroup) and *Raudhatul Athfal* (Islamic Kindergarten). Educational activities are delivered at a very affordable cost, ensuring accessibility for families in the area. Classes are held every Tuesday, Thursday, and Saturday.

The PAUD activities conducted at TBM Wadas Kelir are illustrated in the figure below:

Figure 3. Early childhood education activities in Raudhatul Athfal (RA) and Kelompok Bermain (KB)



Source: Instagram @rumahkreatifwadaskelir

3. Equivalency Education (Package B & C) and Tutoring Program

The Equivalency Education Programs (Paket B and Paket C) offered by TBM Rumah Kreatif Wadas Kelir (Khofifah, 2021) are designed to support individuals who are beyond traditional school age but still seek knowledge, skills, and qualifications equivalent to junior and senior secondary education. Participants in these programs are eligible to receive a state-recognized certificate upon completion, which provides them with formal educational credentials.

The learning process in Paket B and C extends beyond formal academic content. Participants also receive vocational and life skills training, such as computer literacy, creative writing, and cooking. The curriculum is adapted to meet the needs and levels of adult learners, ensuring both academic and practical development.

Figure 4. Learning activities in the Equivalency Education Program (Paket B and C)



Source: Instagram @rumahkreatifwadaskelir

As illustrated in Figure 4, the program is facilitated by volunteers who provide instruction and mentorship to community members enrolled in the equivalency school. These sessions are held in the evenings, specifically from 05:00 to 09:00 PM, in one of the designated study rooms at TBM Rumah Kreatif Wadas Kelir in Karangklesem. Currently, the program serves 20 active participants who are in the process of completing their equivalency education.

In addition, TBM Wadas Kelir collaborates with Nahdlatul Ulama University of Purwokerto, which holds regular community-based lectures at the center every afternoon from 01:00 to 04:00 PM. These integrated educational services reflect the TBM's role as a comprehensive learning hub for the surrounding community.

The equivalency education and tutoring programs are specifically targeted at individuals who missed out on formal schooling due to age or other socio-economic constraints. These efforts are essential for promoting inclusive education and lifelong learning opportunities, particularly for marginalized and underserved groups. TBM Wadas Kelir demonstrates a strong commitment to the principle that education should be accessible to all, regardless of age or background.

Beyond its formal programs, TBM Rumah Kreatif Wadas Kelir also hosts community literacy activities, such as group reading sessions, storytelling, and traditional folklore narration. These informal learning opportunities are particularly designed for children, providing a relaxed and engaging environment in which they can develop literacy and communication skills.

Such initiatives further highlight the TBM's vital role in the field of education. As a community-based learning center, TBM Wadas Kelir functions as a platform for citizens to exercise their right to education, offering not only access to a rich collection of books but also guidance and support through structured and informal learning programs.

"At TBM, we offer various programs such as the Literacy School, which is divided into two categories: one for children and one for volunteers. Volunteers actively participate in these activities instead of just facilitating them. Additionally, we have a PAUD program for young children, an equivalency education program, and tutoring services."

In implementing its various educational initiatives, TBM Wadas Kelir does not limit its activities to daily routines within the learning center. It actively encourages its learners to participate in external activities and competitions organized by various institutions. These achievements serve as tangible indicators of the success of the programs offered by TBM Wadas Kelir and reflect its commitment to delivering quality, community-based education. Some of the notable accomplishments include:

1. Achievements of the Volunteer Literacy School:
 - a. Selected manuscripts in the *Children's Story Writing Competition* by the Central Java Language Center (2019, 2023, 2024)
 - b. Selected children's story manuscripts by *Puspeka*, the Agency for Language Development and Cultivation, Ministry of Education and Culture
 - c. Winner of the *Essay Writing Competition* held by Bank Indonesia
 - d. Articles published in SINTA- and Scopus-indexed journals
 - e. Poetry published in national poetry anthologies
2. Achievements of the Children's Literacy School:
 - a. 3rd place in a photography competition organized by the Financial Services Authority (OJK)
 - b. Winner of a letter-writing competition addressed to a government minister
 - c. Articles published in national media
 - d. Children's dance and theater performances
3. Achievements of the Equivalency Education Program (Paket B and C):
 - a. Community-based performing arts events
 - b. Poetry published in national anthologies
4. Institutional Achievements of TBM Wadas Kelir:
 - a. Winner of the *Gramedia Reading Competition* in 2019
 - b. Recipient of the *Reading Culture Award* from the Central Java Provincial Government (2025), under the Literacy Community category

These accomplishments highlight the significant impact of TBM Wadas Kelir in providing non-formal education opportunities that are both meaningful and effective. Although the learning activities are conducted outside formal school settings, the outcomes demonstrate that quality education can be achieved through alternative pathways. This model offers valuable insights for other community reading centers (TBMs) across Indonesia, showcasing how accessible, inclusive, and age-flexible educational programs can empower communities and support lifelong learning.

Conclusion

Based on the previous discussion, several conclusions can be drawn:

1. TBM Rumah Kreatif Wadas Kelir has various activities and programs that support Sustainable Development Goal (SDG) 4. These include the literacy school program, which is aimed at children in the afternoon and volunteers at night. The children's literacy school is held every Friday to Saturday, with activities such as writing poetry, playing, and engaging in creative tasks. Additionally, outdoor learning sessions include swimming on Sundays and learning while playing in recreational parks. The volunteers' literacy school takes place from Monday to Thursday and involves book discussions on topics such as history, motivation, and non-fiction. During these discussions, volunteers also live-stream the activities on Instagram at @rumahkreatifwadaskelir. The second program is early childhood education (PAUD) for children who have not yet attended school or face difficulties in accessing education. This program runs from 07:00 to 11:00 WIB, with volunteer teachers from the local community. The next program is equivalency education (Paket B and C) and tutoring, conducted at night alongside the literacy school program for volunteers. The equivalency school program runs from 17:00 to 21:00 WIB. The tutoring program is aimed at local community members, particularly those who struggle with writing and reading. Additionally, reading sessions, storytelling, and interactive storytelling activities are provided as non-academic learning opportunities.
2. The target audience of TBM Rumah Kreatif Wadas Kelir includes local communities and rural populations who lack access to libraries, which are mostly located in urban areas. It also serves people in need of education due to financial constraints or other factors. Additionally, illiterate adults who cannot read or write are another key target group of this TBM.
3. Challenges faced by TBM Rumah Kreatif Wadas Kelir in supporting SDG 4 primarily include low interest or awareness among community members regarding the importance of education.
4. The development of TBM activities in supporting SDG 4 has shown positive progress despite the challenges. The active involvement of volunteers and organizers in encouraging local community participation has led to a gradual increase in awareness about the importance of education. Furthermore, TBM Rumah Kreatif Wadas Kelir is not only actively engaging with the community in person but also utilizing social media, attracting more individuals who are interested and in need of educational support.

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