

Transforming village libraries to enhance community literacy and empowerment in Serengan, Surakarta

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ABSTRACT

Literacy is a crucial factor in improving the quality of human life. The Serengan Village Library in Surakarta City has significant potential as an inclusive and sustainable community-based literacy center. This community service program aims to implement the national Social Inclusion-Based Library Transformation program, with its mission to improve the Community Literacy Development Index. The community service program is implemented through design, outreach, implementation, and monitoring and evaluation. The program includes technology-based library management to improve the competency of librarians (18 participants), School Literacy Movement (GLS) training (20 participants), and digital marketing and product photography training for MSMEs (20 participants). Monitoring and evaluation are conducted using indicators, which include design, action, and indicators. The results of the activities indicate an increase in the capacity of all target groups (librarians, teachers, and communities involved) for the program (220 percent on average from the baseline). These include more professional librarians, more creative teachers in conveying literacy to children, and more digitally prepared MSMEs. This program can be a model to establish the TPBIS program in the other village libraries. Moreover, this program contributes to strengthening the function of village libraries as community literacy centers and supports the achievement of SDG 4 on quality education.

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1. INTRODUCTION

Public libraries function as learning institutions that enhance a nation's economic productivity by promoting literacy, numeracy, general education, and providing programs and services related to computers and technology (Liu et al., 2023). Public libraries are also recognized as important and trusted sources of information, resources, and community services (Stanifer et al., 2024). Public library services are provided with equal access for all, regardless of age, ethnicity, gender, religion, nationality, language, social status, or other characteristics. Special services and materials must be provided for users who, for whatever reason, cannot use regular services and materials, such as language minorities, people

with disabilities, poor digital or computer skills, poor literacy skills, or those in hospitals or prisons (IFLA & UNESCO, 2022). Public libraries located at the subdistrict level are called subdistrict libraries/village libraries. These libraries are organized by villages/subdistricts that provide library services to the community without distinction based on age, gender, ethnicity, race, religion, and socioeconomic status (Perpustakaan Nasional Republik Indonesia, 2024). So, its presence makes the library even more strategic, considering how close it is to the grassroots community.

The Social Inclusion-Based Library Transformation Program (TPBIS) is an activity carried out by the National Library involving provincial, district/city, village, and sub-district governments to develop the functions and roles of libraries in providing services that improve the quality of life and welfare of library users (Meva et al., 2024). The TPBIS program aims to: (1) Enhance the role and function of libraries in improving community welfare; (2) Improve the quality of library services; (3) Increase the utilization of services in accordance with community needs; (4) Build commitment and support from stakeholders for a sustainable TPBIS program; and (5) Improve the literacy skills of its users (Perpustakaan Nasional Republik Indonesia, 2023). The TPBIS program is also a replication program from the national hierarchy to the regions that aims to transform libraries into collaborative spaces that support learning, training, and social interaction based on community potential. TPBIS is also the program that contributes to enhancing the IPLM (Community Literacy Development Index) in a certain area/district.

One of the village libraries that has been initiated to transform into a community empowerment center is the Village Library "Sasana Pustaka Warga" in Serengan Village, Serengan District, Surakarta City, Central Java Province. This library was established in 2008 under the coordination of the Surakarta City Library and Archives Office. As a public library, its users range from students to the public. This situation requires the library to provide inclusive, adaptive, and relevant services to meet the needs of the community. In practice, the Serengan Library has participated in the Social Inclusion-Based Library Transformation Program (TPBIS) organized by the National Library of the Republic of Indonesia (Perpusnas) since 2022. The strong commitment of the library manager to build a community-based library was gained when they participated in the TPBIS (Social Inclusion-Based Library Transformation) program training workshop organized by the National Library (Sidik, 2024). It also allows the Serengan library to be one of the factors in enhancing Surakarta's IPLM number, whose score last year (2024) was 99,850, the third rank after Magelang (100,0000) and Salatiga (100,0000) (Badan Pusat Statistik Provinsi Jawa Tengah, 2025).

However, the Serengan Village Library still faces challenges in implementing the TPBIS program. The lack of financial support is the main problem in implementing this program. Activities involving the community will run smoothly if there is financial support from the supervising institution, but the supervising library has not prioritized providing financial support at the village library level. In addition, the limited technical competence of librarians in managing libraries is another problem. This is certainly a problem that must be resolved. This is because the library can function optimally if the librarian can manage the collection and master the technical handling of library collection processing, from inventory, administration, membership, to collection borrowing, while the librarians are not yet able to process the library collection, so that many collections have not been processed.

Furthermore, the registration of managers as participants in the National Library's TPBIS program has led to demands for the Serengan Village library managers to carry out activities involving the community. The absence of a structured program means that managers can only be passive and wait for collaborators to initiate activities. This is certainly a finding that must be addressed so that TPBIS activities can be independent. Furthermore, the library's geographical location, which is close to educational facilities, is a potential that can be maximized in the implementation of TPBIS through advocacy to schools, so that students can maximize the function of the Serengan village library. However, so far, there have been no such efforts, so there has been no integration with the educational environment.

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Several community service initiatives have previously been implemented; however, these activities did not specifically focus on technical library management. Moreover, earlier programs did not directly address community empowerment through the National Library's TPBIS program. Based on these conditions, a more effective, adaptive, and sustainable library transformation strategy is required. The lack of librarian competency and limited TPBIS-community-based-training facilities for librarians necessitated the need for this program to be implemented with a collaborative approach, the Media, Information, and Library Research Group, to optimize the role of libraries as centers of learning and inclusive community empowerment.

2. METHODS

The community service activity of implementing social inclusion-based library transformation was carried out using a training method. The community service program was implemented from March to November 2025. Data was collected through participant observation to obtain actual conditions/facts in the field. The library transformation program was carried out as an effort to improve the Community Literacy Development Index (IPLM) in Surakarta City. The targets of the TPBIS implementation community service program are the community, students, teachers, MSMEs, and community groups in Serengan Village, Surakarta City. The implementation of the TPBIS program at the Serengan Village Library was organized into 4 main stages, as the in Chart 1.

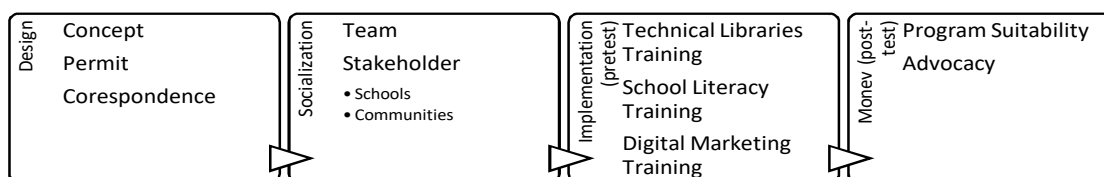


Figure 1. Design and activity stages

During the design stage, a concept was formulated to support the implementation of TPBIS. The design of the community service program also included licensing and correspondence with partners, namely the Serengan Sub-District and the Serengan Sub-District Library. The concept of community service was formulated to determine the problems, potential, strategies, and direction of community service implementation. The next stage was socialization to the internal team and stakeholders. In this stage, participants were given a pre-test to determine their level of understanding of TPBIS before the program was implemented. The internal community service team participated in the socialization, while schools around the Serengan Village Library and users of the Serengan Village Library were the stakeholders.

After conducting socialization, the program was implemented. The program was carried out through technical training on libraries, implementation of the school literacy movement, and digital marketing training. In the final stage, an evaluation was conducted using a post-test that referred to the TPBIS success KPIs (Key Performance Indicators). Next, program advocacy was carried out with the Surakarta City Library and Archives Office for the sustainability of the program.

Program Target

Table 1 presents the target participants for each implemented program. Participants in each program are determined based on the program's objectives. Technical village library training is conducted

to support the creation of libraries capable of serving their users according to their needs. Based on Table 1, there are 18 village libraries in Surakarta, and some of these libraries have not yet organized their collections according to established standards. Library management using conventional methods is still found, resulting in unequivocal recording and reporting activities. Therefore, a library technical training program and its application are essential. The number of participants in the library technical training program is 18 village library librarians in Surakarta.

Table 1. Program and target involved

Program	Participants	Quantity
Library Technical Training	Village Library Managers	18
School Literacy (GLS)	Teachers (Elementary Schools, Kindergarden, Pre-school)	20
Digital Marketing Training	PKK, PEKKA, UMKM	30

The School Literacy Movement (GLS) is a national program aimed at enhancing literacy culture within schools. GLS encourages students to improve their understanding through reading and literacy activities within the school environment. The School Literacy Program is designed for teachers and parents of students around the Serengan Library. The involvement of teachers and parents in the GLS program creates a positive partnership between them, as they are the closest people to the students, both within the school and within the family. The GLS program was attended by 20 participants (selected with priority given to 12 teachers) and 8 parents. The digital marketing training was attended by 30 MSMEs in the Serengan sub-district. The training criteria were: (1) MSMEs producing food/beverage products; (2) Not yet having a halal certification; and (3) Not having an e-commerce platform.

Evaluation Methods

To measure the success of the community service program, a pre-test and post-test were conducted. The indicators used to measure the success of the program were: (1) Increasing library visitors; (2) Increasing community involvement in the library; (3) Increasing library exposure in the media; and (4) Increasing the number of collaborations from various fields. The pre-test and post-test were designed in the form of a questionnaire with 4 graded answer choices (Likert scale). The results of the pre-test and post-test were analyzed by comparing improvement scores that represent the success of the program in the form of a simple percentage analysis.

3. RESULTS AND DISCUSSIONS

Results

In 2022, the Serengan Village Library was officially registered in the TPBIS program by the National Library of Indonesia. The assistance received from the National Library consisted of 1,000 children's books along with computers and printers for library operations. The Serengan Library is managed by literacy activists who are strongly committed to developing literacy in the Serengan Village community. Various strategies were implemented to increase the appeal of the library and make it a center for community activities. The persistence of the librarian was also one of the factors in the success of the Serengan Village Library in obtaining 1st place (out of 18 village libraries in Surakarta City) in the Village Library competition in Surakarta City in 2025 (https://www.instagram.com/p/DKL0nOQPhm1/?img_index=1).

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But unfortunately, the librarian is nonprofessional staff who was hired with their librarian competence. It was also stated by Liu (2019) that the public libraries may consider employing more nonprofessional staff, employees who are not designated as professional librarians and generally involved in lower-level administrative or routine duties, instead of professional librarians, the reason is efficiency.

TPBIS and legal

The Surakarta city government's support for literacy development is based on the legal document RPJMD Kota Surakarta 2021-2026, which states that the Surakarta City Government aims to create an intelligent society with excellent character, with community literacy as an indicator of success. The quantitative targets for community literacy from 2021 to 2026 are as follows: 1.25 (2020); 1.5 (2021); 1.75 (2022); 2 (2023); 2.25 (2024); 2.5 (2025); 2.75 (2026). Those included in Peraturan Daerah Kota Surakarta Nomor 6 Tahun 2021 tentang Rencana Pembangunan Jangka Menengah Daerah Tahun 2021-2026. The TPBIS program that was implemented became one of the ways to meet the Surakarta City RPJMD target. This is because the TPBIS program can be used as a foundation for improving community welfare through the creation of a knowledge society (Hamida & Sein, 2023). Surakarta's IPLM level is the next indicator that needs to be reached and increased. They are the legal documents that can be used to conduct the library-communities-activities based on the lowest level (village library).

Library and communities

The Serengan Village library management implemented a strategy to increase visitor interest by turning the library into a community activity center, hosting events such as PKK meetings and youth group gatherings. In addition, the library management provided learning assistance for local students together with the youth group at the Serengan Village library (Saputra, 2020). Strong collaboration, extensive partnerships, and inclusive work programs are other factors in the success of the Serengan Village Library. Based on data from the Serengan Village Library website (<https://perpustakaanserengan.com>), the partners involved consist of various elements, namely: Serengan Village, SDN 2 Serengan, Dewi Sartika Kindergarten, Pelita Bangsa Early Childhood Education Center, Al-Muslimun Mosque, PEKKA Padmarani, and PKK Serengan Village. In addition, the library management formed the "Sekar Pustaka" community, which is under the guidance of the Serengan Village Library. This community was formed to increase children's interest in reading and improve their skills and creativity outside of formal education. Various activities have been carried out under the guidance of the library, ranging from crafts, cooking, to soft skills training and talent development for children, such as public speaking, traditional dancing, singing, and Javanese MC training.

Existing library efforts in TPBIS

In 2021, the Sekar Pustaka study group was initiated, initially consisting of 6 elementary school students. Today, it has grown to 20 students and continues to regenerate. Sekar Pustaka's involvement in the library is not limited to reading books for school assignments but goes beyond that. Sekar Pustaka members are taught to hone their soft skills, including Javanese speech, arts, poetry writing and reading, and so on.

One of the concepts of TPBIS is the involvement of libraries in providing services that support the development of their users. Figure 2 explains to us that Sekar Pustaka Study Group became the object of the TPBIS program implementation. The self-development of Sekar Pustaka members was carried out by

empowering the library and all its resources (collections, services, and other facilities). The Sekar Pustaka group utilizes library resources such as children’s collections, children’s games, reading aloud programs, dance practice, and other activities. All these activities are obtained from sources available in the library, both printed and digital.



Figure 2. Sekar Pustaka activities

The registration of the Serengan Village Library in the Indonesian National Library’s TPBIS program has resulted in the library receiving assistance in the form of 1,000 children’s book titles. This is a large number for a village library. Of course, this collection can be utilized by library users, including the Sekar Pustaka Study Group. Sekar Pustaka members welcomed the donated collection with enthusiasm, seeing it as a new addition to the Serengan Library collection. Story-reading activities based on the children’s collection have also emerged here. This aligns with the interests of other library users (besides Sekar Pustaka members). The Sekar Pustaka Study Group has brought a new wave of library literacy to the Serengan neighborhood. With the presence of Sekar Pustaka, school-age children are indirectly encouraged to utilize the library and shift their perception of it as a place for developing interests, talents, and personal potential.

As part of the National Library of Indonesia’s TPBIS program, the Serengan Village Library has targets that must be met, namely social activities utilizing the library. These activities are collected to earn points, whether by using the collection or initiating collaboration with users. To achieve these targets, the Serengan Village Library collaborates with the following community groups.

Table 2. Collaboration with communities

Communities	Involvement	Period
PKK	Program Collaborator	2020-present
PEKKA	Program Collaborator	2020-present
LPMK	Licensing and security	2020-present
Elementary School and Kindergarten Institutions	GLS Collaborator	2020-present
Surakarta City Library and Archives Office	Advisor	2020-present

Based on Table 2, we can indicate that the synergy with partners is carried out to implement the TPBIS program. The involvement of PKK groups as participants in activities can be interpreted as the use of libraries as places/providers/facilitators. The Serengan Village Library uses part of its space as a place for PKK groups to carry out their activities. PEKKA (Women Heads of Households) is a community group consisting of working women who are heads of households. This community group is involved in skills training activities held by the Serengan library to provide education on increasing income in creative ways.

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The LPMK (Sub-district Government Agency) is a community group tasked with maintaining security for activities in the Serengan Kelurahan. This group's involvement in the library concerns licensing and security for activities. As a library under the coordination of the Serengan Kelurahan, it is naturally obliged to obtain permission when conducting activities involving the wider community. Schools around the Serengan Village library are also strategic partners of the Serengan Village library. This is because the library's collection is dominated by children's books, so the library's main target audience is school-age children.

TPBIS implementation challenges

The existence and development of the Serengan Village Library had been challenging in implementing the TPBIS Program. Based on field identification, several major problems were found that could hinder the achievement of the library's vision and objectives. These problems include: (1) The lack of integration between the village library program and the School Literacy Movement (GLS); (2) The suboptimal implementation of TPBIS on an ongoing basis; and (3) The lack of technical management of good and modern libraries. One factor that has prevented the TPBIS program from being optimally implemented at the Serengan Library is the lack of a structured, community-oriented program. In fact, the Serengan Library is still awaiting student interns and KKN programs. This is due to a lack of financial support from its supervising library.

The existence of a structured TPBIS program will provide the same quality even if the library management changes. The National Library does not mandate any programs that regional libraries must implement in conducting TPBIS activities. This aims to allow village libraries to adapt the TPBIS program design to the potential of their region and environment. Sustainability issues hamper the main goal of the TPBIS program, which is to make libraries literacy centers based on regional potential. Conventional library management is another factor hindering the Serengan Library in implementing TPBIS. Mastery of technology for library managers in the TPBIS program is a necessity to improve the quality of service to users, so the more modern the technology, the faster it will be. Meanwhile, collection processing and management of the Serengan Library still uses conventional methods, even though computers are available from the National Library as library facilities in supporting the TPBIS program. Borrowing, returning, and renewals, as well as library administration activities, are still carried out conventionally. Mastery of technical skills by managers in operating computer devices and awareness to learn new things are things that need to be improved by the Serengan Library managers.

Another obstacle is the lack of library program integration involving surrounding educational facilities. Being surrounded by educational facilities provides the potential for the Serengan Village Library to become a community literacy center. Educational facilities surrounding the Serengan Library include SDN 2 Serengan, Dewi Sartika Kindergarten, and Pelita Bangsa Early Childhood Education. However, the lack of initiative and advocacy from the library and/or village to synergize the library with schools in Serengan Village is a factor in the Serengan Library not being made a literacy center.

TPBIS optimization program

Social Inclusion-Based Library Transformation (TPBIS) is a library that focuses on library services and is committed to improving the quality of life and welfare of library users (Utami & Prasetyo, 2019). To strengthen the TPBIS program, the National Library of Indonesia (Perpusnas RI) has determined a strategy for transforming library services based on social inclusion that can be implemented by libraries at the regional level (including village libraries). The strategy consists of a plan, actions, and indicators.

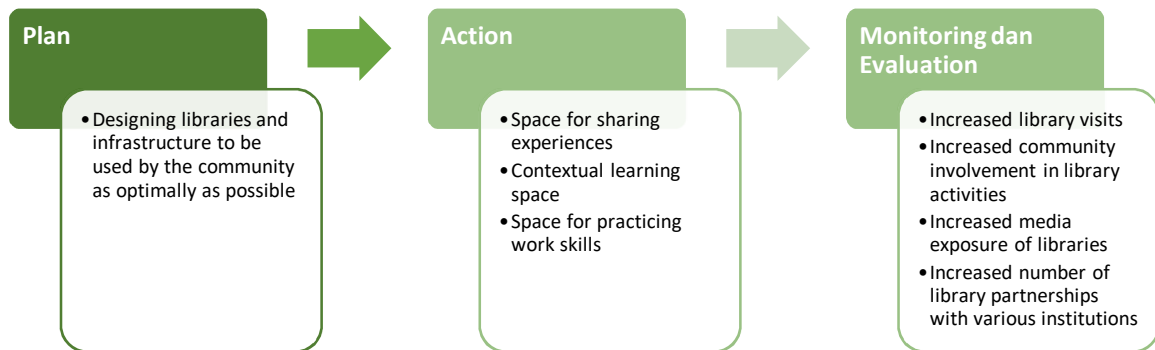


Figure 3. TPBIS service strategy

Referring to Figure 3, the strategies implemented by the service team to optimize the TPBIS program at the Serengan Village Library are as follows: (1) Plan: Planning for optimization was carried out by designing the TPBIS implementation concept. The design included identifying problems, strategies, and partnerships. In addition, socialization was also carried out (internal team and stakeholders). The internal volunteer team participated in the socialization, while schools around the Serengan Village Library and users of the Serengan Village Library were the target stakeholders in the socialization. (2) Action: After the planning stage, implementation (action) was carried out. The program was implemented through technical library training, implementation of the school literacy movement, and digital marketing training by the volunteer team. The involvement of academics as training facilitators adds value through the transfer of research-based knowledge and field experience. This is also explained by (Adegbite-Badmus & Obafunmiso, 2023) that technical skills are considered crucial for speed of access to information. The facilitators stated that collaboration between academics and the community can produce concrete solutions to local literacy challenges. The contribution of this activity also strengthens the direction of innovation in village library services in Surakarta as part of the national community literacy movement. In the long term, improving the capabilities of managers will have an impact on improving the quality of services and access to information for the local community.

Technical library management training

Based on observations and interviews data, it was found that technical management at the Serengan Village Library still needs optimization. This is because the available collection still lacks data/collection lists. Therefore, optimization is needed in the processing (inventory, classification, and cataloging) and implementation of a library automation system. This is necessary to ensure that the collection is processed in accordance with library collection organization principles. In addition, this program can accelerate the circulation process, services, and facilitate the retrieval of collections by library users. The targets of this program are 18 village library managers in Surakarta (both those under the coordination of the Surakarta Library and Archives Office and those under the coordination of Taman Cerdas in Surakarta). The implementation of the technical library management training program is expected to help maximize library information technology processing and services in all urban villages in Surakarta City. This will enable library processes to be carried out effectively and efficiently.

The Library Management Training was held on May 19, 2025, at the Serengan Subdistrict Hall. The training session had 18 participants from the village libraries in Surakarta (Figure 4). The session was divided into three parts, namely welcome speech, opening, and presentation of materials (procurement,

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cataloging, and automation). The main training session began with material on collection procurement. In the presentation, the speaker discussed the importance of user needs analysis as the basis for procurement, whether through grants or book purchases. Furthermore, training participants were also introduced to the formal process of submitting collection requests and how to compile user needs documents. The library management training had a positive impact on improving the technical capacity of village library managers. The success of the training was determined by how effectively participants understood and were able to apply the material in their local context. In this context, the training also supported the principle of community-based literacy, with the actualization of managers to develop libraries according to user needs.

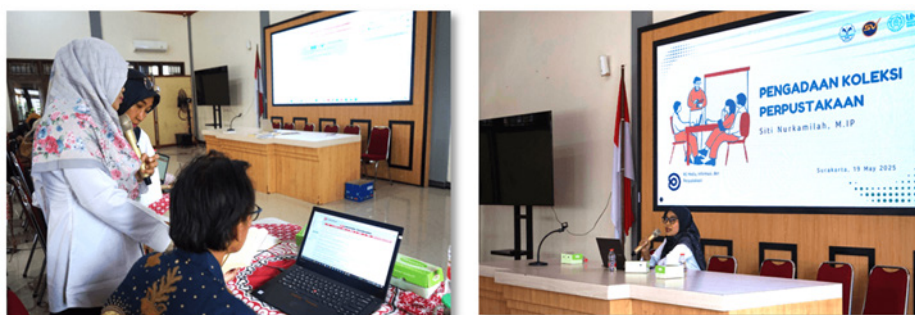


Figure 4. Technical library training

Next, material on Collection Processing was presented. The training focused on determining subject headings and classification numbers for collections using the Electronic Dewey Decimal Classification (E-DDC) system. In this session, participants not only received theoretical material but also practiced classifying collections with several different types of books. Finally, the material presented was library automation based on the SLiMS (Senayan Library Management System) application, a library administration system. This session included theoretical and practical explanations of the use of the library automation system. The practical session focused on several key features, such as creating membership cards, printing barcodes and book spine numbers, and the collection circulation process based on the SLiMS system.

School Literacy (GLS) training

The GLS activity was held on May 26, 2025, at the Serengan Village Hall, with 20 participants from various educational institutions at the early childhood education, kindergarten, elementary school, and special needs school levels in the area. The main objective of this activity was to support the improvement of children's literacy culture from an early age by involving teachers and parents in the community-based literacy process. The GLS training material was delivered by a team of lecturers from the UNS Library D3 program using a participatory approach. Participants were introduced to the concept of read-aloud, the use of picture books, and interactive storytelling strategies. The activity also featured hands-on practice and simulations of literacy implementation that can be applied in the teaching and learning process.

The implementation of GLS is an important strategy in supporting the achievement of Sustainable Development Goal (SDG) 4 on Quality Education. For children, libraries hold engaging reading activities and storytelling programs designed to cultivate an interest in reading while strengthening their cognitive and language development (Haryanto et al., 2024). Through the GLS program, participants acquire

new skills to create a fun learning environment and support children's holistic literacy development. In addition, Figure 5 demonstrates an inclusive community-based literacy approach, as it involves not only formal educators but also parents. This is in line with community literacy practices that have been successfully implemented in various other regions, where the success of literacy programs is greatly influenced by the active participation of the entire education ecosystem, involving libraries as initiators and facilitators. Sari (2020) also emphasizes the importance of habits and creative strategies to foster children's interest in literacy from an early age, such as reading stories, providing books at home, or taking children to the library. The long-term benefit of this activity is the formation of a collaborative network between schools, parents, and the village library to support children's learning. Thus, the GLS program makes a real contribution to the development of literacy- and community-based educational innovation models.



Figure 5. School literacy training

Digital marketing training

Digital Marketing Training was held on June 2, 2025, at the Serengan Village Hall and was attended by 20 participants consisting of local MSME entrepreneurs, youth organizations, and housewives who own micro businesses. This activity aimed to provide a basic understanding and practical skills in utilizing digital platforms to market products effectively. The training was divided into three main sessions: introduction to digital marketing concepts, practice in creating promotional content, and simulation of social media use.



Figure 6. Digital marketing training

This Digital Marketing Training is a strategic step in bridging the digital divide among MSME players and rural communities. As stated by Mulyanto & Budi (2025), mastery of digital marketing

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is an important asset in increasing the competitiveness of local products amid the digital economic transformation. In this context, the training has provided initial knowledge that is highly relevant to the community's needs. With digital marketing soft skills training for MSMEs, the community is expected to be productive and experience improved welfare through the library program. This is in line with the TPBIS program concept, which focuses on empowering the community through literacy to improve the welfare of its users (Cahyaningtyas, 2024).

Thus, digital marketing training not only provides short-term benefits in the form of technical skills but also opens long-term opportunities for technology-based economic empowerment in libraries. Figure 6 shows us that there is collaboration between academics, businesspeople, and rural youth is a key factor in the sustainability of digital transformation at the local level.

Monitoring and evaluation

In the final stage, monitoring and evaluation are carried out. This activity is important to help identify obstacles or constraints that arise during the implementation of community service (Lembaga Penelitian dan Pengabdian kepada Masyarakat Universitas Islam Negeri Sumatera Utara, 2023). Monitoring and evaluation are carried out by reviewing the implementation of the program using the National Library's success indicators presented in the Figure 7.

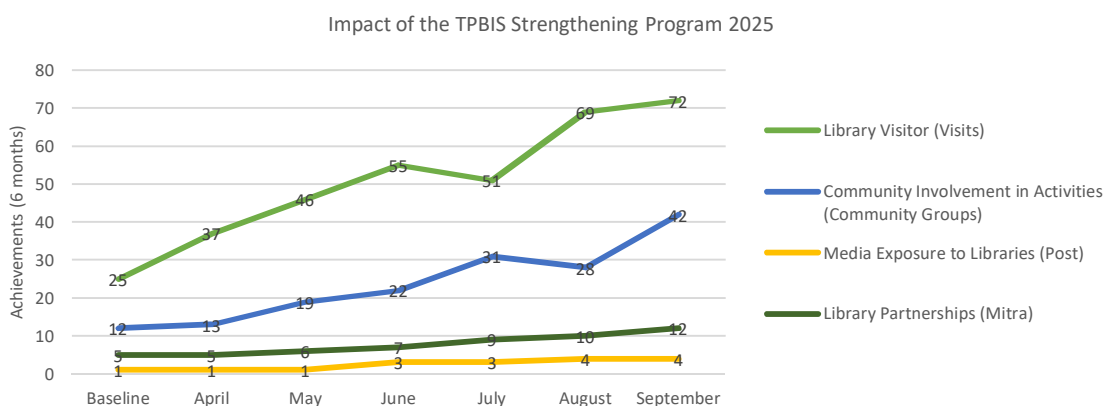


Figure 7. Impact of the TPBIS strengthening program

According to Figure 7, the physical visits by library users showed a progressive increase from March to June. However, there was a decline in July, and the trend of visits rose again in the following month. This was due to a program to register residents as members of the Serengan Village Library. This program to strengthen the implementation of TPBIS proved to be able to change the community's paradigm about village libraries, namely that libraries can now be used as places to carry out productive activities (maker spaces). Overall, in the library visitor aspect, the increase was 188 percent from the baseline (March).

In terms of community involvement in library activities, the strengthening program was able to make the community partners and collaborators of the library in developing the library as a place for soft skills development (250 percent from the baseline). Media exposure also increased when the strengthening program was implemented. There was a significant increase compared to the baseline, namely 4 online publications about TPBIS by the Serengan Village Library during the program optimization

(300 percent from the baseline). Partnerships also increased through this strengthening activity. Initially, there were only 3 partners, namely PKK and Karang Taruna, but with the implementation of the program, the number of partners increased due to the library's innovation and initiative to involve community groups and other stakeholders as partners (140 percent from the baseline).

Discussion

Village libraries and social inclusion

Village libraries have evolved from simple book-lending centers into inclusive community hubs that promote education, equity, and empowerment. In many developing regions, especially in Southeast Asia and Sub-Saharan Africa, libraries are now recognized as critical agents for social inclusion and lifelong learning (IFLA, 2018). The concept of social inclusion in the library context refers to enabling all members of society, especially marginalized groups, to access knowledge, skills, and opportunities for participation in community life. The Transformative Library model, endorsed by the International Federation of Library Associations and Institutions (IFLA), emphasizes that libraries must act not only as repositories of information but as "facilitators of community engagement and development" (Shrestha & Krolak, 2015). In this view, village libraries play an essential role in bridging the information gap between urban and rural populations. They offer equitable access to educational resources, promote literacy, and support local development agendas aligned with the Sustainable Development Goals (SDGs), particularly SDG 4 (quality education) and SDG 10 (reduced inequalities).

Village libraries contribute to social inclusion by providing safe and inclusive spaces where individuals can engage in learning without discrimination. As articulated by Lyaka & Ngulube (2025), inclusive libraries are "community-centered institutions that build social capital through information empowerment." This perspective underlines the importance of libraries in facilitating community dialogue, supporting local governance, and enabling digital participation. When villagers have access to information technologies through the library, they can better engage in civic life and make informed decisions about their social and economic futures. Another dimension of the village library's role lies in empowering women and vulnerable groups. Studies have shown that library-led training in entrepreneurship, literacy, and digital skills can significantly increase women's social participation and income (Hamid et al., 2020). For example, in Indonesia's Transformasi Perpustakaan Berbasis Inklusi Sosial (TPBIS) program, rural and village libraries provide digital marketing workshops for micro-business owners, enabling them to reach new markets online. This approach integrates social inclusion with economic empowerment, strengthening the sustainability of library programs.

In addition, village libraries often act as knowledge mediators, connecting traditional and modern knowledge systems. As noted by Forutnani et al. (2018), rural libraries preserve indigenous knowledge while integrating it into formal educational initiatives. This hybrid role enhances community identity and ensures that inclusion is culturally sensitive. When local languages and traditions are incorporated into library services, people feel more connected and represented within these institutions, which fosters a sense of belonging and participation. Digital inclusion has become a crucial aspect of social inclusion. According to Wiyono (2021), libraries that provide digital access and literacy programs can reduce rural-urban disparities in information use. Many village libraries now offer internet connectivity, computer literacy training, and access to e-government services. These services allow rural citizens to apply for jobs, access social welfare programs, and communicate with distant family members, functions that significantly enhance their social mobility and quality of life. Furthermore, village libraries serve as collaborative platforms where multiple stakeholders (local governments, NGOs, schools, and community

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groups) can converge to address social challenges. Collaboration enhances resource sharing and program sustainability. Putri & Suharso (2024) found that libraries with strong intersectoral partnerships have higher community engagement and social trust. This is because partnerships broaden the library's reach and integrate it into broader community development efforts, from health education to environmental awareness.

An equally important role of village libraries is supporting informal and lifelong learning. People in rural areas often rely on libraries for non-formal education, such as agricultural training, financial literacy, and digital skills workshops. According to Shrestha & Krolak (2015), such initiatives "transform libraries into arenas for community learning and empowerment," where local people not only receive knowledge but also contribute by sharing their expertise. This participatory model strengthens the social inclusion process by recognizing community members as both learners and knowledge producers. The social impact of village libraries is evident in their ability to build community resilience. During crises, such as the COVID-19 pandemic. Many libraries in rural areas became information lifelines, disseminating accurate health information and facilitating online learning for children (Wiyono, 2021). Their adaptability demonstrates how inclusive libraries contribute to social stability by ensuring continuous access to trustworthy information. In doing so, they help mitigate misinformation and foster collective well-being.

The impact of the village library's empowerment workshops

The implementation of a School Literacy Program Workshop by the village library significantly enhanced the reading culture and student and teacher engagement among schools in the surrounding area. Through collaborative reading sessions, book talk activities, and training on creative writing, the workshop strengthened school-library partnerships and encouraged the integration of literacy across subjects. Teachers reported greater student participation in reading assignments and improved critical thinking during class discussions. This aligns with findings by Cronan & Walen (2010), who emphasize that community-based literacy programs foster learner autonomy and motivation by connecting classroom learning to real-world contexts. The village library thus functioned not only as an educational support system but also as a literacy catalyst, bridging formal and non-formal learning environments.

Table 3. Monitoring and evaluation results (2 months post activity)

Program	Indicator	Before (Participant)	After (Participant)	Improvement (Percentage)
Library Technical Training	12 of 18 library managers can perform physical technical activities (Inventory, Classification, Cataloging)	7	18	100
	12 of 18 library managers can perform activities using the library automation system (Bibliography, Circulation, Membership, Reporting)	5	17	94
Digital Marketing Training	12 of 20 participants experienced a 30 percent increase in income	0	17	85
	12 of 20 participants developed a variety of product packaging and digital promotional strategies	0	16	80
GLS Implementation Training:	20 of 30 participants (teachers) were able to practice storytelling in class	1	28	93
	20 of 30 participants (teachers) implemented reading aloud activities in class	0	24	80

School literacy program training

Beyond improving literacy habits, the School Literacy Program Workshop fostered social inclusion by reaching children from diverse socioeconomic backgrounds. The library provided equitable access to reading materials, including those in local languages, thereby reducing educational disparities among rural learners. According to [Haryanto \(2024\)](#), inclusive literacy programs implemented through public and community libraries contribute directly to achieving Sustainable Development Goal (SDG) 4 on quality education. In this sense, the workshop redefined the role of the village library from a passive information repository into an active facilitator of inclusive education and local knowledge development.

Digital marketing training

The Digital Marketing Workshop generated substantial socioeconomic impact, particularly among micro, small, and medium enterprise (MSME) owners in the village. Participants that mostly women entrepreneurs, were trained to create online business profiles, use social media for marketing, and develop digital catalogs of their products. Within three months of training, several participants reported an increase in sales and customer reach. This outcome mirrors findings from [Liu et al. \(2023\)](#), who found that digital literacy programs in rural libraries enhance local entrepreneurship by integrating technology with traditional economic practices. Consequently, the workshop positioned the village library as a hub for digital empowerment, enabling citizens to participate more effectively in the digital economy.

Moreover, the digital marketing initiative fostered a sense of community collaboration. Participants began to form peer networks to share strategies, create joint online stores, and organize product exhibitions within the library. This collective action reflected the social inclusion framework described by [Hamida & Sein \(2023\)](#), who argue that libraries serve as enablers of participatory learning communities where knowledge is co-created. The workshop, therefore, transcended economic objectives by nurturing social capital, trust, and cooperation among community members, the key ingredients for sustainable local development.

Technical library training

The Technical Library Service Workshop primarily targeted local library volunteers, students, and community organizers who manage Village Libraries. The training covered basic cataloging, collection maintenance, user services, and library automation. Participants gained practical competencies that improved library operations and user satisfaction. As a result, library visits increased, and local institutions began seeking collaboration for literacy-based activities. This confirms [Shrestha & Krolak \(2015\)](#) view that technical capacity-building is essential for transforming libraries into effective and responsive community institutions that reflect users' evolving information needs.

Collectively, the three workshops demonstrated the transformative capacity of the village library in promoting education, economic empowerment, and institutional sustainability. The school literacy initiative improved learning equity and reading engagement; the digital marketing training advanced local entrepreneurship and digital participation; and the technical service workshop strengthened human resource capabilities in community information management. Together, they created a synergistic model of social inclusion, where education, technology, and community engagement intersect. In this holistic approach, the library is no longer merely a provider of information but a dynamic ecosystem that empowers citizens to learn, innovate, and thrive.

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Contribution of outputs to library

The School Literacy Workshop module generates key outputs such as reading campaign toolkits, lesson plans aligned with local schools, and community reading groups. These outputs contribute to educational sustainability by embedding the library into the learning ecosystem of the village, which makes it part of the formal and informal learning process. According to [Chalik & Samosir \(2022\)](#), village libraries that promote literacy programs contribute to community welfare by ensuring reading and information engagement beyond traditional book lending. Moreover, the literature on rural libraries indicates that providing safe, inclusive spaces for children and youth fosters long-term reading culture and social inclusion. [Hamida & Sein \(2023\)](#) argue that rural libraries build social capital when they engage users in collaborative reading and learning activities. Thus, the school literacy module output strengthens the library's role as a centre for lifelong learning and social cohesion, enhancing its relevance and support from the community.

The Digital Marketing Workshop module produces outputs such as digital business profiles, social media marketing plans, and peer networks of entrepreneurs. These outputs contribute to the economic sustainability of the library by positioning it as a hub for local economic empowerment. The study by [Liu et al. \(2023\)](#) on digital literacy in rural communities demonstrates that digital competencies enable participation in e-commerce and support economic resilience. In the library context, the digital marketing outputs help transform the library from a mere repository to an enabler of economic inclusion and digital access. The module thereby aligns with the concept of digital inclusion in rural libraries as discussed by [Real et al. \(2014\)](#), who highlight that rural library services in the digital era must go beyond infrastructure to staff capacity and community outreach. By producing these outputs, the library strengthens its sustainability: it becomes valued not only for books but as a centre for digital skills and local enterprise, attracting wider stakeholder support and funding opportunities.

The Technical Library Service Workshop module yields outputs such as standardized cataloging practices, digital archives of local content, user service guidelines, and volunteer training manuals. These outputs contribute to institutional sustainability by professionalizing library operations and improving service quality. According to [Junaidi et al. \(2025\)](#) libraries based on social inclusion require strengthened human resources, partnerships, and institutional frameworks to support community empowerment. In practical terms, these outputs mean the library is better positioned to document its impact, report to funders, and sustain programs over time. The literature on community development in rural libraries ([Prihatin et al., 2024](#)) shows that building capacity and service standards transforms the library into a recognised community asset. Thus, the technical service module ensures that the library remains operationally effective, credible, and adaptive, all key to long-term sustainability.

When the outputs from all three modules (educational, digital/economic, and institutional) are integrated, they form a holistic sustainability framework. The school literacy module ensures the library's social legitimacy and engagement; the digital marketing module links the library to economic and digital inclusion avenues and the technical service module secures the library's institutional integrity and capacity. A social-inclusion-based library transformation strategy ([Prihatin et al., 2024](#)) emphasises that the library must serve diverse community needs and develop across multiple dimensions (literacy, economic participation, technology, and partnerships). Therefore, each module's outputs play a distinct but complementary role in securing the village library's sustainability and relevance.

Impacts of program implementation

A public library was a very personally important and significant place where "common people", tradesmen, workers, and farmers could come and educate themselves with the books in the library's

collection (Schwartz, 2024). The role of public libraries extends beyond providing access to information; they also actively participate in community empowerment. This includes providing training on various topics such as entrepreneurship, literacy, vocational skills, and more. These initiatives are designed to equip communities with the knowledge and skills necessary to support their livelihoods and achieve economic independence (Haryanto et al., 2024).

The TPBIS Social Inclusion-Based Library Transformation Strengthening Program marks a paradigm shift from simply providing collections to becoming agents of community empowerment and equalizing access to information. Inclusive libraries not only provide physical access but also design services that proactively address social, economic, digital, or physical barriers faced by marginalized groups (e.g., people with disabilities, the elderly, and low-access communities), as explained by Muthia & Fauziah (2024) in their study in the city of Bogor, in practice, they found that social-inclusive libraries combine literacy training, collaboration with non-library sectors, and digital innovation to create social value. Haryanto et al. (2024) stated that public libraries can function as incubators for social inclusion and entrepreneurship to support the achievement of the SDGs. Challenges include a lack of librarian training for user diversity, limited resources, and the lack of common evaluation indicators. Therefore, effective transformation strategies include strengthening staff capacity, cross-sector partnerships, designing services responsive to community needs, and measuring social impact through indicators such as increased participation, digital access, and community engagement.

Meinita (2021) states that the TPBIS program has at least four significant impacts, namely community empowerment, welfare, and knowledge. The TPBIS program has become an initial trigger at the community level in believing in literacy skills and the need for literacy and knowledge to improve the quality of life. The following is a grouping of the impacts of TPBIS based on this theory from the TPBIS strengthening program.

Community Empowerment

The transformation of village libraries strengthens the social function of libraries as inclusive public spaces. Through School Literacy Movement Training activities, libraries serve as a link between the community, schools, and literacy communities. Activities such as book discussions, reading competitions, and the establishment of shared reading corners increase interaction between residents and foster a sense of ownership of the library. In addition, these activities foster social solidarity, as seen in the increased participation of volunteers, teachers, and youth organizations in supporting literacy activities. Village libraries become collaborative spaces that strengthen relationships between individuals in the community and build collective awareness of the importance of literacy as the foundation for social development.

Well-Being

Photography and marketing training activities have a direct impact on improving the well-being of the community, especially MSME entrepreneurs and local youth. This training provides practical skills in digital production and promotion, such as product photography, visual editing, and marketing strategies through social media. Several training participants reported an increase in income after applying the marketing techniques they learned. Thus, village libraries play a role in improving the economic and digital literacy of the community, directing literacy not only towards reading and writing, but also as a means of improving living standards and economic independence.

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Knowledge

The impact of knowledge was mainly generated from the Technical Library Training at the Village Library in Surakarta City. This training improved the competence of managers in the areas of collection management, classification systems, and information technology-based service management. The knowledge gained enables managers to develop service innovations such as digital corners, simple online catalogs, and thematic literacy activities. In addition, the community gains new knowledge from photography training and school literacy activities, which enrich their skills in the fields of information, technology, and creativity.

This impact strengthens the position of village libraries as local knowledge hubs that provide access, training, and contextual learning for the community. From a cultural perspective, the village library transformation program has succeeded in fostering a culture of literacy and lifelong learning at the community level. Through collaboration between libraries, schools, and literacy activist communities, the community has begun to make reading, discussing, and writing part of their social routine. The involvement of young people in school literacy programs also encourages the preservation of local values such as cooperation, social responsibility, and respect for knowledge. Village libraries have become symbols of a new cultural space, a place where traditional values meet modern literacy practices, building an information-literate society that is rooted in local wisdom.

Based on the results of the impact analysis presented, it was found that the implementation program for social inclusion-based library transformation at the Serengan Village Library has been running well and can be said to fulfill the elements of community empowerment, information access, and equitable library services. As stated by [Mahdi \(2020\)](#), in developing the concept of social inclusion in libraries, the following elements must be present: community empowerment activities, the right to comprehensive library services, and accessibility to library information.

Sustainability

The transformation of village libraries in Surakarta City into community literacy centers has shown positive results in improving the technical skills, knowledge, and participation of the community. However, the success of this program cannot be separated from the continuous evaluation process, which is the basis for strengthening the impact and maintaining the sustainability of the program in the future. The evaluation was carried out through a participatory approach, involving library managers, training participants, village governments, and collaborative partners as shown on Figure 8.

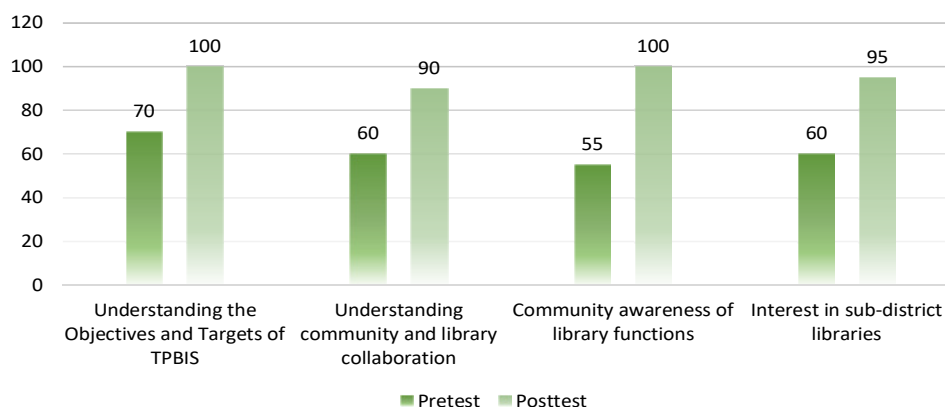


Figure 8. Pre-test and post-test results of the TPBIS program

Evaluation

Program implementation evaluation is conducted based on three main aspects: activity relevance, implementation effectiveness, and community participation (see Figure 8). Some evaluations are: (1) Activity relevance: All training conducted, ranging from technical training on libraries, photography, and marketing to school literacy movements, is assessed according to the needs of the local community. Activities are designed based on mapping the needs and potential of residents around the village library; (2) Effectiveness of implementation: In general, the activities ran smoothly and were met with great enthusiasm from participants. Factors contributing to the success included the commitment of library managers, support from the sub-district, and the presence of professional resource persons. However, there were several obstacles, such as limited training time and inadequate technological facilities; (3) Community participation: Active community participation was a key indicator of success. The community not only attended as participants, but also was involved in the planning, implementation, and follow-up of activities. This pattern fostered a sense of ownership of the program and strengthened the sustainability of the library transformation; (4) Sustainability: Advocacy was a measure taken to ensure the sustainability of the program initiated by the team. As the supervisory institution, the team advocates for the program to the Surakarta City Library and Archives Office. In addition to advocacy, sustainability can also be achieved by providing guidelines for program implementation. In this case, the volunteer team created a module to be used as a technical guide for implementing the program initiated by the volunteer team.

Challenges

Although the program has shown positive results, several challenges need to be overcome to support sustainability, including: (1) Limited Human Resources: Library managers are still limited in number and competence, so the workload is not evenly distributed; (2) Limited Technological Infrastructure: Computer facilities, internet access, and digital devices are still limited, even though digital literacy-based activities are increasing; (3) Funding Sustainability: Activities still depend on community service project support and government assistance, and do not yet have a fully independent or community-based financing scheme; (4) Changes in Public Perception: Although interest in activities is increasing, some people still view libraries as merely places to read, rather than centers of empowerment and innovation.

4. CONCLUSION AND RECOMMENDATIONS

The program to strengthen the Serengan Village Library through community literacy, school literacy, and business literacy approaches has had a positive impact on improving the Community Literacy Development Index (IPLM). Through training based on the National Literacy Movement (GLN), there has been an increase in capacity among all target groups: library managers have become more professional and skilled in technology management, teachers have become more creative in delivering literacy to children, and MSME actors have become more competent in digital marketing. This success strengthens the position of libraries as inclusive, adaptive, community-based literacy centers that support the achievement of SDG 4 on quality education.

To ensure the sustainability and long-term impact of the village library transformation program, the following collaboration, innovation, and community participation-based strategies are recommended: (1) there is a need for further training for library managers in program management, digital literacy, and

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public communication. Capacity building can also be carried out through knowledge exchange between village libraries in Surakarta. (2) Village libraries need to expand their partnership networks with schools, universities, creative communities, and local businesses. This collaboration is important to create more varied literacy programs that have an economic impact. (3) Literacy programs need to be integrated into the work plans of village governments and included in community-based development priorities. This will ensure ongoing administrative and budgetary support. (4) The implementation of simple information systems, such as digital catalogs, e-literacy corners, or library social media, can expand the reach of services and attract the interest of the younger generation. (5) Libraries can develop productive activities such as low-cost workshops, literacy bazaars, or collaborations with local sponsors to increase funding sources without reducing the value of social inclusion. Through this strategy, village libraries have the potential to become sustainable literacy ecosystems focused on three main areas, namely knowledge independence, improved welfare: literacy linked to creative economic activities and community-based entrepreneurship, and preservation of literacy culture: libraries become collective spaces that preserve the traditions of reading, discussion, and creativity amid social change and digitalization. Thus, the transformation of village libraries in Surakarta does not stop at improving information services but continues to develop into inclusive, adaptive literacy centers that sustainably empower communities.

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