



The Effectiveness of TBMs in Promoting a Culture of Literacy in the Digital Age

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Abstract. Academic literacy is one of the main factors in improving the quality of college graduates. Developed countries have implemented various strategies to improve literacy levels in higher education environments in order to create competitive graduates who are ready to face global challenges. This article aims to analyze policies and implementation of strategies to improve academic literacy in universities in developed countries. Using a qualitative approach based on literature studies, this study found that technology integration, research-based learning, improving criteria, and providing supporting facilities such as digital libraries and academic literacy training are effective steps in improving student literacy. The results of this study are expected to be a reference for higher education institutions in developing countries in designing policies to improve academic literacy

Keywords: Academic literacy; Developed countries; Educational policy; Educational technology; Higher education

1. INTRODUCTION

In the midst of the rapid development of information and communication technology, the literacy culture of today's society is facing significant challenges. The digital age has brought about major changes in the way people access, absorb and produce information. Information is now available in seconds through social media, online news portals and other digital platforms. However, this convenience has not always been matched by an improved literacy culture. In many communities, especially in areas with limited access, there is still an alarming literacy gap.

The problem of literacy lies not only in the low interest in reading, but also in the low ability of people to sort and understand valid information in the midst of a torrent of digital information. This phenomenon has led to the notion of low digital literacy among the general public. On the other hand, this low literacy culture has a direct impact on the quality of human resources, both in academic, social and economic terms.

Taman Bacaan Masyarakat (TBM) is one of the real solutions to these problems. TBMs are non-formal institutions that provide access to reading materials and learning spaces that are open to all levels of society. TBMs not only play a role in providing physical books, but also become a centre for literacy activities that are educational, recreational and empowering for the community. In the Indonesian context, TBMs are the backbone of the community literacy movement promoted by the government through the National Literacy Movement programme. However, the challenges for TBMs in the digital age are increasingly complex. As well as providing physical books, TBMs need to be able to transform themselves into digital literacy centres that can be accessed by the wider community. This is important given that the current generation is a technology-savvy (digital native) generation that is more accustomed to accessing information through digital devices such as smartphones and laptops.

Unfortunately, not all TBMs are able to execute digital transformation optimally. Many TBMs are still operating conventionally, lacking technological facilities and digital literacy programmes. This is due to a variety of factors, ranging from limited funding, to a lack of training for managers, to low public awareness of the importance of using TBMs in the digital age. These conditions point to an urgent need to explore more deeply the effectiveness of TBMs in fostering a culture of literacy in the digital age. Are TBMs currently able to meet the digital literacy needs of the community? To what extent do people use TBMs as a literacy tool in the midst of the technological onslaught? Are TBMs still relevant as literacy centres in the midst of a growing digital culture? This research is important in answering these questions. By knowing the effectiveness of TBMs in the digital age, it is hoped that the right solutions and strategies can be found to ensure that TBMs remain a literacy centre that can adapt to the times and reach a wider community, both physically and digitally.

To optimise the role of TBMs in improving literacy in the digital age, collaboration between different parties is key. Government, the private sector, literacy communities and academia need to work together to provide sustainable support to TBMs in the form of funding, training and digital infrastructure development. In addition, the use of technology such as digital libraries, online learning platforms and app-based literacy

programmes can be a solution to reach more people, especially the younger generation who are more familiar with the digital world. With

an adaptive and innovative approach, TBMs can not only survive in the digital age, but also evolve into literacy centres that are more inclusive and relevant to the needs of today's society.

2. METHODS

This study uses a quantitative descriptive approach to evaluate the effectiveness of Taman Bacaan Masyarakat (TBM) in promoting a culture of literacy in the digital age. This method was chosen because it is able to provide a clear picture of the condition of TBMs, their use by the community, and the barriers faced in integrating digital technology. Data was collected through online content analysis and a virtual survey. Content analysis was carried out on TBM websites and social media to determine the level of interaction, the type of content provided and the responses of the community. The virtual survey was conducted by distributing online questionnaires to TBM users to determine their level of use of digital facilities, interest in reading, and perceptions of TBM's effectiveness. This method is designed to provide comprehensive results on the effectiveness of Taman Bacaan Masyarakat in improving community literacy culture through digital platforms, while providing strategic recommendations for the development of technology-based services in the future.

3. RESULT AND DISCUSSION

Description of Research Data

This research was conducted by distributing online questionnaires that were completed by 20 respondents from different sectors of society. The aim was to find out people's perceptions on the effectiveness of Taman Bacaan Masyarakat (TBM) in improving literacy culture in the digital age.

The results obtained are summarised as followst:

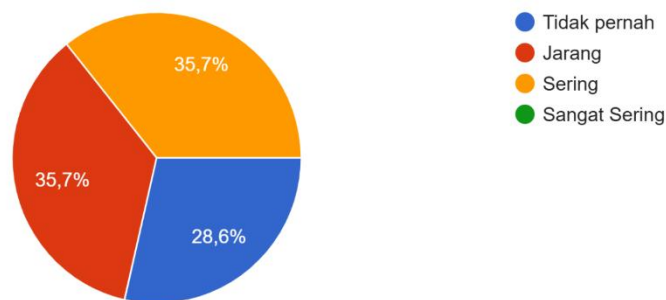
- a. A total of 35.7% of respondents had rarely heard of TBMs, another 35.7% had often heard of TBMs but did not understand what they were, and 28.6% had never heard of TBMs.

- b. As many as 50% of respondents have never visited a TBM, while 42.9% have visited but rarely, and only 7.1% visit TBMs often.
- c. Overall, 50% of respondents said they did not like reading at TBMs, 28.6% liked it but rarely and 21.4% often read at TBMs.
- d. A total of 42.9% of respondents felt that TBMs would encourage them to read more and visit more often, but a further 42.9% were not interested due to inadequate facilities.

Research instrument results diagram

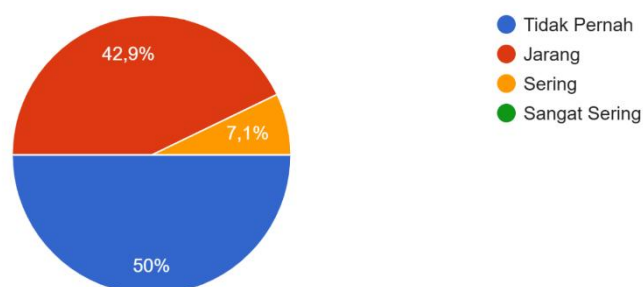
The results of the research instruments in the form of checklists and observation notes are presented below:

1. Apakah kamu pernah mendengar tentang Taman Bacaan Masyarakat (TBM)?
14 jawaban



Based on the data collected on what a TBM is, 35.7% of respondents rarely hear about it. This shows that there are still many who do not know what a TBM is, as many as 35.7% of respondents often hear what a TBM is but do not understand exactly what it is, and 28.6% have never heard and do not even know what a TBM is.

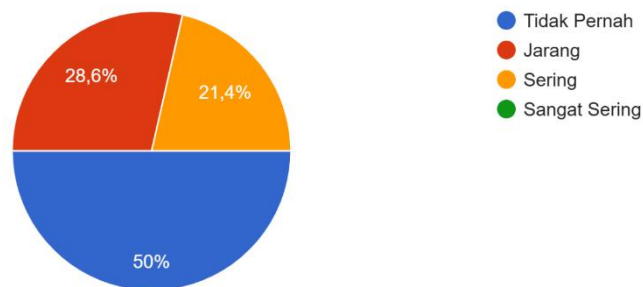
2. Seberapa sering kamu mengunjungi TBM di sekitarmu?
14 jawaban



The results of the data collection show that there are 50% of the respondents who have never visited the Community Reading Park. This is an indication that the level of literacy in the community is very low. 42.9% of the respondents visit the TBM but rarely and 7.1% visit the TBM often.

3. Apakah kamu suka membaca buku atau bahan bacaan di TBM?

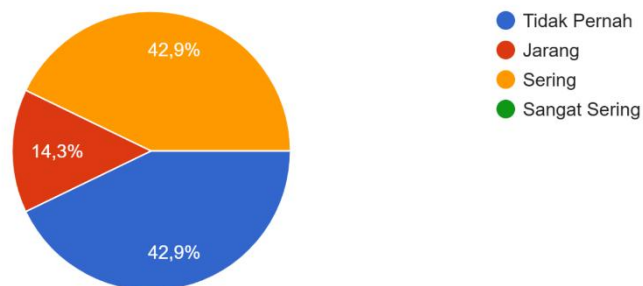
14 jawaban



From the respondents' answers, it appears that 50% of the respondents do not like to read books or reading materials from TBMs, perhaps because of inadequate facilities. 28.6% of respondents like to read but rarely do so. While 21.4% often read reading materials in TBMs.

4. Apakah TBM membuat kamu jadi lebih suka membaca?

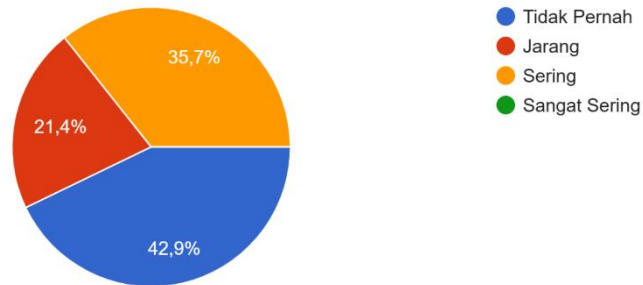
14 jawaban



42.9% of respondents also admitted that they never liked to read because of inadequate facilities or lack of introduction to TBMs, while 14.3% rarely read and did not like to read.

5. Apakah TBM punya fasilitas seperti internet atau komputer yang kamu manfaatkan?

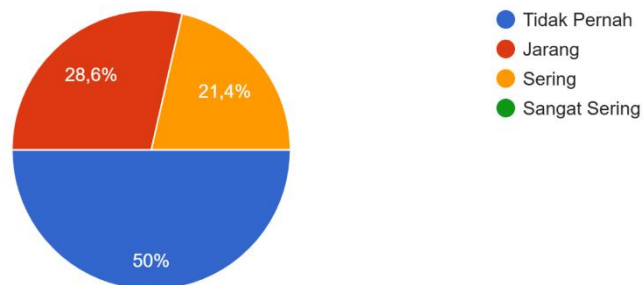
14 jawaban



The facilities provided by the TBM also affect how often people visit the place. 42.9% of respondents said they had never used the facilities or computers in the TBM. 35.7% had and used them frequently. 21.4% of the rest rarely used the facilities.

6. Seberapa sering kamu belajar hal baru (misalnya literasi digital) lewat TBM?

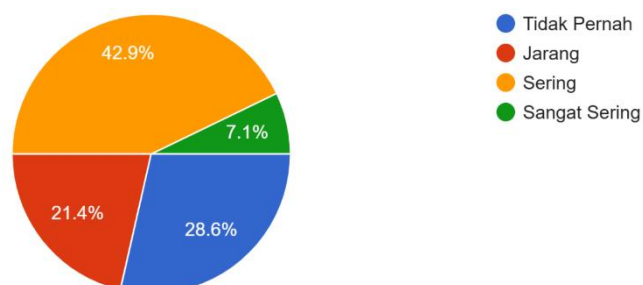
14 jawaban



TBMs can also teach you many new things, such as digital literacy, which is easier and more practical to access. 21.4% of respondents said they do it often. 28.6% of respondents do it but rarely. and 50% of respondents said they never do it.

7. Apakah kamu merasa TBM membantu kamu mencari informasi secara online?

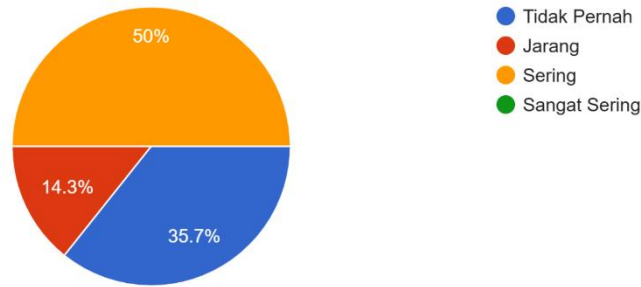
14 responses



According to respondents, 42.9% find TBM very helpful in finding information easily online and use it often. 7.1% use it very often in their daily lives. 21.4% use it but not often. 28.6% said they never use it and do not find it helpful.\

8. Apakah TBM mengadakan kegiatan yang menarik dan bermanfaat?

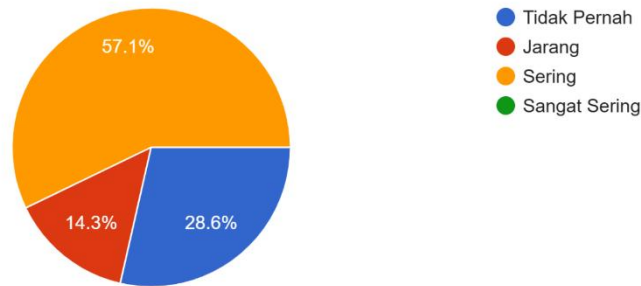
14 responses



From the results collected, 50% of the respondents often follow the activities of TBMs. 35.7% claimed to have never participated in any activities. 14.3% followed the activities of TBMs but only occasionally or rarely.

9. Apakah setelah ke TBM kamu jadi lebih terbiasa membaca buku atau artikel di internet?

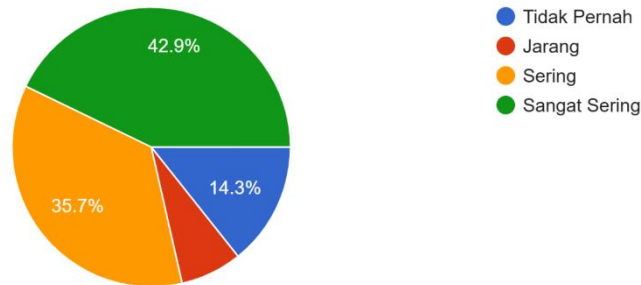
14 responses



After participating in TBM activities and frequently visiting TBMs, 57.1% of respondents became frequent and habitual readers of books and articles on the Internet. 28.6% said they never read books and articles at all. 14.3% used to read books and articles but rarely, only in certain circumstances.

10. Menurut kamu, apakah TBM sangat penting untuk meningkatkan minat baca di masyarakat?

14 responses



From the answers of the respondents, 42.9% said that TBM is very important to increase the interest in reading in the community. 35.7% answered that it might be useful or sometimes not useful and necessary. 14.3% claimed that it is not necessary to increase the interest in reading in the community.

Research Findings

- a. There are still many people who do not recognise or understand the existence of TBMs, as evidenced by some respondents who have rarely or never heard of TBMs.
- b. The majority of respondents have not actively visited TBMs and only a small proportion regularly use the facilities within them. This indicates that the attractiveness of TBMs to the community still needs to be improved.
- c. Some respondents felt that TBM facilities were inadequate. As a result, there was little interest in reading or visiting TBMs.
- d. Nevertheless, respondents who actively visited TBMs felt that TBMs were quite helpful in increasing their interest in reading and literacy, both traditional and through digital literacy.

Research Discussion

The results showed that TBMs still face a major challenge in attracting people's interest, especially in today's digital age. Most people claim to be unfamiliar with TBMs or feel that the facilities available are not suitable for their needs.

Constraints such as lack of promotion, limited digital facilities and lack of integration of technology-based literacy programmes contributed to the low effectiveness of TBMs in promoting a culture of literacy. On the other hand, TBMs still have potential as a literacy tool, as evidenced by respondents who felt helped after actively participating in TBM activities. To make TBMs more effective in the digital age, service innovations that combine traditional and digital approaches are needed, such as providing free Wi-Fi access, e-book collections, and technology-based literacy activities that are more attractive to the community.

4. CONCLUSION

Based on the research findings from 20 respondents, it can be concluded that the effectiveness of Taman Bacaan Masyarakat (TBM) in promoting a culture of literacy in the digital age still faces considerable challenges. Some people are still unfamiliar with TBMs, and many have never used the facilities available. However, for those who actively visit and participate in TBM activities, the benefits are felt in terms of increased interest in reading and information, both directly and through the available digital facilities. TBMs remain an important tool for improving community literacy, but there is a need to strengthen facilities and programmes that are more relevant to the needs of the community in the digital age.

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