

Social Inclusion-Based Community Learning Program at Dinas Kearsipan dan Perpustakaan (Diarpus) of Sukabumi District

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Received : 11-08-2022
Revised : 12-10-2022
Accepted : 31-10-2022

How to Cite:

Sastrawijaya, M. I., Rianti, F. (2022). Social Inclusion-Based Community Learning Program at Dinas Kearsipan dan Perpustakaan (Diarpus) of Sukabumi District. *Librarianship in Muslim Societies*, 1(2), 197-216.

DOI: <https://doi.org/10.15408/lms.v1i2.27591>



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Abstract

Social inclusion-based library transformation is an approach to library services committed to improving the library user community's quality of life and welfare. Since 2014, Dinas Kearsipan dan Perpustakaan of Sukabumi district (Diarpus of Sukabumi district) has started implementing community learning programs. This study aims to identify the impact felt by the community related to welfare after participating in various social inclusion-based community learning programs implemented by the Diarpus of Sukabumi district. This study uses a qualitative method with a phenomenological approach. Informants in this study were librarians, participants, and teachers of community learning programs. This research reveals that the community learning program implemented by Diarpus of Sukabumi district has helped the community develop its potential. It can be seen from several results; able to do business online through the Bukalapak application, produce Herbal Care Library as an herbal product, increase foreign language skills in English and Japanese, and increase public insight through writing classes in the library. The community also uses the library as a learning center and becomes more familiar with the library, and makes the library a vehicle for lifelong learning. Community learning programs need to reach out to the people of Sukabumi district more broadly, add a variety of activities, collaborate with more parties, and involve the community in program development.

Keywords: *social inclusion, community learning program, public library, Sukabumi District, Dinas Kearsipan dan Perpustakaan*

INTRODUCTION

Libraries providing reading resources to explore information and knowledge are also obliged to facilitate the community with various training and skills activities, which aim to empower the socio-economic community. It is to strengthen the role and function of the library so that it is not only a place to store and borrow books but also a vehicle for lifelong learning and community empowerment. With these efforts, it is hoped that individual performance will increase library systems and organizations will be strong so that it will have an impact on improving the quality of library services and their utilization by the community, which will automatically increase community literacy (Darmawan, 2019).

Social Inclusion-based libraries are social systems-based approaches that view libraries as sub-systems in the social system. Social inclusion-based library transformation is an approach to library services committed to improving the library user community's quality of life and welfare. This transformation can be realized in 4 roles, namely: (1) The library is a center of knowledge, a center for community activities, and a cultural center, (2) Libraries are designed to be more efficient for the community, (3) The library becomes a place to find solutions to the problems of people's lives, and (4) Libraries facilitate the community to develop their potential (Mallawa, 2019).

According to Rachman (2020), the transformation model that public libraries or village libraries are now developing is a library based on social inclusion by strengthening literacy programs for community welfare and poverty alleviation. The objectives of the social inclusion-based library transformation policy are to (1) Improve ICT-based information literacy, (2) Improve the quality of life and community welfare, and (3) Strengthen the role and function of the library so that it is not just a place to store and borrow books, but also become a vehicle for lifelong learning and community empowerment. (Mallawa, 2019).

Public libraries have an essential role in implementing social inclusion-based library transformation programs. The program can make the community more familiar with the library, improve people's literacy skills, and improve community welfare.

In 2014 Dinas Kearsipan dan Perpustakaan of Sukabumi district (hereinafter referred to as Diarpus of Sukabumi district) began to pioneer a community learning program. This program's implementation results from a collaboration between librarians, the community, and several parties, such as Bukalapak. The

program is also one of the library's efforts to support the Social Inclusion-Based Library program launched by the National Library of the Republic of Indonesia. Some of the activities that have been carried out are language learning consisting of English and Japanese, computer training for Ms. Office, Graphic Design, Online Marketing training, and Writing. These programs are aimed at communities in Sukabumi district.

The broad area of Sukabumi district causes the various conditions of the people there. Prior to this activity, it was difficult for the community to get the skills and expertise they wanted to master for free. Therefore, the library is here to answer the needs of the community. The need for information and skills desired by the community is very diverse, so good cooperation between librarians and the community is needed so that innovations can emerge in making community learning programs better.

Assessing the success of the community learning program that has been carried out is needed to develop the program. One way that can be done to assess the success of community learning programs is to examine the benefits that have been felt by the community from the program. The study results are expected to be the basis for the library's program development.

This research was conducted to discover how the library develops community learning programs based on social inclusion and how it impacts the potential development of the people of the Sukabumi district who participate in these various programs.

METHOD

The research method used is a qualitative method with a phenomenological approach. In-depth interviews were conducted with informants in this study, namely: (1) one librarian who is part of the program, (2) two participants of the program, and (3) one teaching staff. Information from interviews conducted with librarians is to find out the development of community learning activities, while from participants and teachers, it is to find out the impact they feel from community learning activities that have been followed.

In addition to interviews, researchers collect data from various written sources or documentation available to informants, such as decrees, activity evidence letters, or evidence related to this research. Then, the data obtained is analyzed through three stages: data reduction, data display and conclusion drawing (Sugiyono, 2015, p. 334). Data reduction is made by summarizing and selecting the main and important things. Then display data, which is to present the data in

a brief description, and Conclusion Drawing, namely concluding, which means a result obtained through observation and can answer the problem formulation.

RESULT AND DISCUSSION

The Profile of Community Learning Activity

Community learning activities are a program created by the Diarpus of Sukabumi district. The community learning program is implemented based on the Law of the West Java Province Government No. 17 of 2011 concerning the Library Article 10 paragraph 2 concerning public libraries, which reads:

“Local Governments and district/City Governments organize Public Libraries to support the preservation of cultural products and facilitate the realization of a lifelong learning community.”

Furthermore, the International Federation of Library Associations and Institutes (IFLA) revealed Local gateways to knowledge; public libraries provide the fundamental conditions for lifelong learning, independent decision-making, and cultural development of individuals and social groups. (Gill & Henry, 2001).

From the explanation above, it can be seen that the library has a legal basis in making community learning activities. At the beginning of its implementation, the form of activities of this program are (1) Language learning: English and Japanese, (2) Computer Ms. Office and Graphic Design training, (3) Online Marketing Training, and (4) Writing Training.

The purpose of holding community learning activities in the Diarpus of Sukabumi district is to improve the community's welfare. It is one of the roles played by the public library as a center of knowledge in the community and triggers the community to work.

According to McCrell, Aabø, et al., Smeaton and Davis, and Johnson, the role of public libraries has now changed. Today, they not only collect, curate, and provide access to materials but also provide space to facilitate social activities. For example, public libraries promote the acquisition of skills related to digital access and literacy. Libraries are also places to meet and interact socially. In addition, they trigger the formation of social capital through community involvement. The definition of social capital presented by Hutchinson, Vida, and Putnam is an important community resource that can lead to trust, coordination, and cooperation for mutual benefit (Khoir et al., 2017).

The library hopes that the community can produce works that can prosper

them. The form of welfare they get is certainly different in terms of economy, knowledge, or insight that increases and from the other side, namely peace. In addition, the library held this activity as a form of support for the National Library program, namely the Social Inclusion-Based Library Transformation Program.

Over time, various activities continue to develop so that many community learning activities are offered to the community. People who want to participate in the program must become library members and comply with the learning contract. In the learning contract, there are the same rules in each class. At each meeting, the participants must show the learning process' progress. At the end of the class, the participants must make a work that the library will publish.

When starting this program in 2014, the library was still confused about finding patterns. Previously, the activities carried out were only training that did not have a specially made curriculum. At the end of 2014, the library met with the founder of the Sukabumi Japan Club. They provide free Japanese lessons to students of STISIP Widyapuri Mandiri, one of the universities in the Sukabumi district. After that, the library communicates by offering to carry out activities in the library. In addition, the library will promote these activities, and participants will be sought. Then began the Japanese class. After three months of success, the library wanted to open an English class. The proposal was approved in collaboration with IGI (Indonesian Teachers Association). That year, the library did not have a particular budget for the various community learning activities they held.

In 2015 the library began to find a pattern they would apply in developing community learning activities, where they began adding variety to the programs offered. The library started a new program by training in herbal medicine. The community was trained on various types of herbal plants under the Perpus Herbal Care program. This program teaches the community, starting from introducing various types of herbal plants, how to grow them, and processing herbal plant raw materials, so they are ready to be marketed. In addition to the Herbal Care Library program, the library began collaborating with the private sector, namely Bukalapak, for an online marketing class program held for three months.

Then the community learning program was supported by the Regent of Sukabumi in the form of program financing. Then in 2016, due to the hard work of various parties, this program showed excellent results. In 2017 the learning activities were relatively the same, with language learning, namely from English, computer training learning Microsoft Office, and Graphic Design. From 2018 to

2019, the library introduced new classes, namely Writing Class and Audio Visual Class.

From 2020 to 2021, the Diarpus of Sukabumi district implements visitation restrictions due to the Covid-19 pandemic so many activities are stopped, and some are carried out online. Learning activities that are still running online during the pandemic are English Classes and Writing Classes. The program that has been abolished since the pandemic until now is the Herbal Care Library program.

Since the beginning of 2022, community learning activities have been carried out offline. The programs that are still running today are English Language Learning Classes, Short Story Writing Classes, Online Marketing Learning Classes, Fast Counting Classes, Computer Learning Classes, audio-visual classes, and Reading and Writing Literacy.

Community Learning Activity Program Development

Evaluation of Community Learning Activities

Evaluation of community learning activities is one of the steps taken by the library in developing a program of community learning activities. There are several ways to evaluate, as stated by Mrs. Nani, one of the librarians at Diarpus of Sukabumi district:

The form of development carried out is by evaluating activities and asking for advice from the community, seeing ongoing trends in the community; for example, now is the era of blogging or Youtuber, so here we teach in audio-visual classes. The form of evaluation is where the library observes whether the participants survive or not and asks for testimonials from the participants. After that, the new library determined the pattern they used the following year, starting from the recruitment pattern to the learning method. Evaluation is carried out every five months yearly and divided into two waves. Each activity continually evaluates results, and each participant must do a project at the end. The results are shown to the library and stored, documented, and usually in the form of books and videos.

From the explanation above, it can be concluded that the library conducts an evaluation every five months, covering various aspects ranging from recruitment patterns, learning methods, and the results or works produced by participants, whether they are following the target. The evaluation is one form of development of a community learning activity program. In addition, the library also observes trends in the community in developing programs, for example, regarding the

increasing public interest in social media, especially Youtube. Based on these observations, the library decided to create an Audio Visual Class about how to create content, use cameras, and edit videos. In short, the library provides knowledge on how to become a Youtuber.

Promotion of Community Learning Activities

Promotion is one of the steps taken by the library in introducing learning activity programs. Promotion is one of the obstacles experienced by the library, as stated by Mrs. Nani:

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“Promotion is still an obstacle for libraries, but the promotions that have been carried out through various means, such as starting from social media such as websites with Facebook, word of mouth, and brochures.”

From the results of the interviews above, it can be seen that the library has carried out promotional activities, namely through social media, verbal, and brochures. Promotional activities are carried out long before the community learning activities are held.

The form of promotion through Facebook is done by making links regularly, both regarding the promotion of learning activities and information about the library. Besides Facebook, the library promotes activities through Diarpus of Sukabumi district website.

Thus, of course, the library has implemented the Governor of West Java Regulation No. 81 of 2013, which states that library promotion can be done verbally, in writing and/or visually to users about the role, activities, and functions of libraries in fostering and increasing interest and fondness for reading (Peraturan Daerah Provinsi Jawa Barat Nomor 17 Tahun 2011 Tentang Penyelenggaraan Perpustakaan, 2011). In addition, Diarpus of Sukabumi district has made efforts to utilize the collection, including access to information on other library collections as well as various Web sites (Pedoman Umum Penyelenggaraan Perpustakaan Umum, 2011).

One of the participants in community learning activities, Ms. Priska Dewi Kania, knows about community learning activities through Facebook as she said:

“I found out through the library’s social media, namely Facebook.”

The library uses other ways to promote this program, such as person-to-

person verbal promotion about learning activities. This method is quite effective because one participant, Mrs. Siti, knows about online marketing activities by Bukalapak, through this method. Mrs. Siti said:

“Knowing about activities through pengajian (reading Qur’an community) for women. After that, a friend was told that there were activities carried out in the library. He said the activities were about selling online from Bukalapak.”

Ms. Savitri, a teacher in the Writing Class program said that she was aware of community learning activities through the library,

“I am a literacy activist and TBM IN Sukabumi CITY owner. Many activities work with the library. That is where I can get information.”

From the three statements of Ms. Priska, Mrs. Savitri and Mrs. Siti, it can be seen that they know about community learning activities through various sources, namely from social media (Facebook), person-to-person verbal promotion, and directly from the library. It proves that both methods have brought success in at least two participants and one teaching staff who is part of the community learning activities.

Other forms of promotion carried out by Diarpus of Sukabumi district are through Jambroe Literasi and Bunda Literasi in Sukabumi district, as stated by Mrs. Nani:

“In addition, through the literacy jamboree, the library also introduces libraries. In Sukabumi, there is a Bunda Literasi title, who happens to be the wife of the Regent. There are also Bunda Literasi who have been placed in sub-districts (kecamatan) areas. They act as actors who promote their activities and introduce community learning programs.”

Unique promotional activities were carried out through the Jambore Literasi and the Bunda Literasi in Sukabumi district. The Jambore Literasi is a form of promotion where when the library does perpustakaan keliling (mobile library), the library promotes learning activities in the visited area. In these activities, literacy events such as storytelling are also held, which are held on certain dates.

Another way to promote community learning activities is through Bunda Literasi. Bunda Literasi is one of the flagship programs of the Sukabumi district

government and each sub-district has one literacy mother. This Bunda Literasi is a literacy ambassador in the Sukabumi district who helps libraries improve reading interest, increase community literacy, and promote community learning activities.

From the results of the interviews above, it can be seen that the library has carried out promotional activities. They are carried out through social media such as the library website and Facebook, person-to-person verbal promotion, as well as unique ways through literacy events that they do or through Bunda Literasi in every sub-district in the Sukabumi district. Overall, the library has two forms of promotion: waiting for the community to find information on their own and visiting the community to become part of the community learning activity classes.

Sharing Class Program

After participating in community learning activities, participants have the skills and expertise according to the class they are participating. Following the principles held by the library, as expressed by Mrs. Nani:

“We also refer to various classes as sharing classes where we hope that when people join the program, they will be moved to share their knowledge more widely with the people around them.”

One part of the community learning activities is the “Sharing Class,” The library expects the widest possible benefit to the general public in this sharing class. After participating in the community learning activity program, it is hoped that the community can share its knowledge with the general public. One of the informants, Ms. Priska, said:

“I am very interested. Besides that, I have already applied it to the school library. However, I still need a good partner, my study classmate, and a librarian to share the knowledge I get in the library.”

The next participant who has shared the knowledge she has gained is Mrs. Siti. She has shared the skills she has gained by applying them to the school library she manages. She wants to share more but still needs a partner to make sharing the knowledge she has gained easier. She said:

“Yes, I have given advice and taught my friends, starting with my “pengajian” friends or my relatives, but one of my shortcomings is the lack of good communication.”

From the two informants’ presentations above, it can be concluded that the two participants, after gaining the skills and abilities from the community learning activities they participated in, shared with the surrounding community who did not participate in the community learning activities. However, several factors are still obstacles that make it less effective, namely the communication skills of the informants in conveying their learning outcomes. Therefore, steps are needed for the library to overcome this.

Physical Evidence of Program

Community learning activities not only contain classes that aim to improve the community’s welfare but also have another goal: to share as widely as possible with people who have not attended learning classes. It is in accordance with the UNESCO Public Library Manifesto, which states that public libraries must play a role in helping citizens to develop their abilities so that those concerned will benefit the surrounding community as long as these abilities can be developed in library materials (Sulistyo-Basuki, 1997).

Diarpus of Sukabumi district provides another term for various activities carried out under Sharing Class. It is an activity that they want the community to be aware of that sharing is beautiful, beneficial, and fun. As Mrs. Nani said:

“The regional library that we manage is a public library where the diversity of the community is densest in it ranging from farmers, employees, to fishermen where the library can prosper in the form of knowledge and finally work so that it can produce.”

The different community conditions provide their challenges. Therefore, the work produced by community learning programs must be enjoyed as widely as possible. Therefore, the library tries to do physical work, both in the form of books and videos. The work produced from the community learning program is included in a learning contract with the community who participates in the program and with the teaching staff involved, as explained by Ms. Savitri as a teacher:

“As a form of cooperation, I was asked to train informants for writing classes. The target product that is produced is a book by the alumni of the library writing class.”

Mrs. Nani stated that the physical evidence of community learning activities is something that must be fulfilled by the community who participates in learning,

“Each participant must do a project at the end. The results are shown to the library, stored or documented in a book, and some are in a video.”

The making of books was carried out not only by the people involved in the class of 2019 but also by the alumni of the previous community learning classes. Physical evidence is one of the product targets that must be made at the end of the lesson. It proves that there is a strong bond so that people can work hand in hand to create works in the form of books with certain subjects.

Obstacles to community learning activities

In carrying out community learning activities, obstacles always exist. The library and the participants in the community learning activities face them. The library's obstacles are a challenge that triggers the library to find solutions, so that community learning activities run well.

Obstacles Experienced by Libraries

The library already had obstacles from the beginning of making community learning activity programs. The obstacle was in the form of the absence of a particular budget for various learning activities carried out, as explained by Mrs. Nani:

“In 2014, there was no special budget for activities, so the form is a collaboration between the community, namely the English and Japanese language communities. Several teachers volunteer to contribute to the library. In 2016, the Sukabumi Regent's support by financing these activities appeared in DPA under community learning activities. From the beginning, it was only ceremonial activities. Now, it is class-based.”

From the explanation of Mrs. Nani above, we can see that for 2 years the community learning activities have been running, and the library does not have a

budget. The library offers the public to become teachers voluntarily. The library also collaborates with various communities in the Sukabumi district. From 2016 to 2019 community learning activities already have a budget from the Sukabumi Regent.

Another obstacle is the consistency of participants in participating in the program, as stated by Mrs. Nani:

“Usually, the obstacle faced is the consistency of the participants, who are sometimes enthusiastic at first. Adjusting the schedule is usually difficult because those participating in various programs are students, housewives, and other general public.”

From the explanation above, it can be seen that the consistency of participants in participating in various community learning classes is one of the obstacles experienced by the library. Some participants did not attend until the end of the meeting on the community learning program. The library has difficulty arranging a suitable schedule for participants from various backgrounds. The library carries out anticipation by conducting community learning activities in the afternoon in addition to some community learning activities on weekends, such as Saturdays.

Obstacles Experienced by Participants and Teachers

Participants experienced obstacles in participating in the learning program, the next obstacle experienced by participants in community learning activities, as said by Ms. Priska and Mrs. Siti,

“The obstacles faced are usually only the distance considering the distance to the library takes a long time.”

“The obstacle I face is the distance to the library, and sometimes because I am old, I like to be ignorant.”

From the two informants' explanation above, we know that the distance of the library from their place of residence is one of the obstacles.

Impacts of Community Learning Activities

Community learning activities are a form of library service to the community

where the library wants a prosperous society with the various learning programs they hold. Community learning activities are one of the forms of Diarpus of Sukabumi district program in supporting the National library program, namely the Social Inclusion-Based Library Program. As explained by Sturges and Paul, social inclusion-based libraries are libraries that facilitate the community in developing their potential by looking at cultural diversity, willingness to accept change, and offering business opportunities, protecting and fighting for culture and human rights. (Sturges & Paul, 2004).

The purpose of the library is to make the community feel a positive impact after participating in community learning activities. At the same time, these activities aim to change the community's perspective on the library as a place that provides not only reading and borrowing books but also a place to develop self-potential and lifelong learning.

Perspectives of Participants in Community Learning Activities

In addition to the increasing level of community welfare, the hope of the library holding community learning activities is to change the perspective of the broader community about the library itself. Mrs. Nani stated:

“It is hoped that the public will not only know that the library is a place to read but can also develop themselves so that a library is a place that is not boring.”

The purpose of the community learning activity program in the library as a fun place to learn was realized, as stated by one of the participants, Ms. Priska conveyed this:

“It is fun and beneficial, although personally, it requires extra sacrifices both in time and money. It becomes a distinct impression because I meet many people, make new friends, and add insight. The perspective has greatly changed because I know that the library can be a fun place to gain knowledge.”

Mrs. Siti conveyed the same thing as another participant. She said:

“Yes, I thought the library was only a place to study for children like my son, who is still in school, he often goes there, but it turns out that parents like me can study in the library.”

Apart from Ms. Priska and Mrs. Siti, who were participants, Mrs. Savitri had the same opinion that her perspective on libraries has changed since the community learning activities. She stated:

“Yes, what used to be a library was only known as a place to read and borrow books. Now, the activities are more varied and involve more people.”

“I feel the impact that the community is getting closer to the library and making the library a center for community activities.”

Public libraries must play a role in providing guidelines in realizing the sustainability of library management and development in the regions as a vehicle for education, research, information sources, science, technology, arts, regional cultural preservation, and recreation, according to regional cultural characteristics (Pedoman Umum Penyelenggaraan Perpustakaan Umum, 2011). From the explanation above, it can be seen that as one of the teachers in community learning activities, she observed that the community became more familiar with the library with these activities. It means that the purpose of the library as a place for community activities is realized very well.

From the various presentations of the informants above, it can be concluded that one of the objectives of holding community learning activities to change the community's perspective has been successful. It follows the objectives of the TPBIS (Transformasi Perpustakaan Berbasis Inklusi Sosial) program, namely, to strengthen the role and function of the library so that it is not only a place for storing and borrowing books but also a vehicle for lifelong learning and community empowerment (Mallawa, 2019).

For the informants, the library is a fun place to learn. In addition, the library can also be a place of learning for all parties, including parents. It is in accordance with one of the duties of a public library, which is to provide lifelong learning and support formal, non-formal, and informal education.

Welfare Improvement

A prosperous society is the primary goal of the library in carrying out community learning activities, as stated by Mrs. Nani:

“Triggering the community to produce works and can generate income from it. In addition, it is hoped that the community will prosper both in terms of finances, gain knowledge and peace of mind.”

From the explanation above, it can be seen that when the library can meet the information needs of the surrounding community, it is hoped that the community will produce works from the information they get. Community welfare is a condition of meeting the material, spiritual and social needs of citizens in order to live properly and be able to develop themselves so that they can carry out their social functions (Undang-Undang Republik Indonesia Nomor 11 Tahun 2009 Tentang Kesejahteraan Sosial, 2009).

In general, we know that people's welfare can be seen when their economic capacity increases, and community learning activities can make one of the participants gain prosperity, namely in economic improvement. Mrs. Siti is one of the people whom community learning activities have impacted. She has participated in Online Marketing Class. The class is a form of collaboration between the library and the private sector, namely Bukalapak. This activity took place in 2015. For three months, the participants participated in the training, which was held on Saturdays once a week. She felt helped after taking this Online marketing class, as she said:

“The impact that you feel is very good, Pokonah. Besides being able to sell online, your income also increases. In the past, my mother only sold plants below the hotel between Bintana, a day or a week. She could only sell a few plants.

“The sales results are at least three semesters. The mother pays the child's tuition fees from the sales.”

One benefit obtained from community learning activities is an increase in income. The informant said the income from selling online was used to pay for her son's college. So, it can be said that Diarpus of Sukabumi has implemented the TPBIS program, namely increasing ICT-based information literacy and improving the quality of life and community welfare. (Mallawa, 2019). In addition, the library has also carried out the function of the public library, which is to help increase library resources in its area (Pedoman Umum Penyelenggaraan Perpustakaan Umum, 2011).

Self-development

Community welfare is not only measured from one side. The ability to develop oneself is one of the impacts felt by the community after participating in community learning activities. As one of the participants who took part in 3

community learning activities, namely an audio-visual class, an English class, and a writing class at Ms. Priska's library, she felt the positive impact of this activity. She said:

“This activity immensely helped the impact I felt because some ideas about my learning activities were adapted to the school I teach because I also manage the library.

“In addition, I have received rewards and praise from the principal after doing activities that I adapted from learning activities in the library.”

From the explanation above, it can be concluded that the informant felt a positive impact, namely being able to adapt the ideas obtained from community learning activities in the school library that he managed. Through community learning activities, Diarpus of Sukabumi district has played a role in developing participants' potential to contribute where they work. It is in line with the purpose of Public Libraries, according to the UNESCO Public Library Manifesto, which is to help citizens develop their abilities to benefit the surrounding community as long as these abilities can be developed in library materials (Sulistyo-Basuki, 1997).

Social Needs

The impact of community learning activities that Mrs. Siti feels is not only in terms of economic improvement but from another aspect, namely social needs, as she said:

“After you sell online, thank God, you do not have to keep going to the plant kiosk, so you can have free time at home and take care of your other mother's businesses. Because you are often at home and shop at home, your time with children is more flexible.”

From the explanation above, it can be concluded that other benefits felt by the informants, namely in terms of free time with family. When he sells online, the intensity of visiting her kiosk decreases so she can spend more time with his family. In addition, she can also run a shop at his home. Furthermore, it is easier for him to develop his business because by selling online, the consumers of her business become more numerous, and diverse, and come from all over Indonesia.

Suggestions for Community Learning Activities

Community learning activities have been going on for almost nine years (2014-2022), so these activities continue to run well. Of course, suggestions from the community are needed. Ms. Priska gave the following suggestions:

“Hopefully, activities like this can spread evenly to areas far from the library so that other friends can feel the activities held by the library.”

In addition, Mrs. Siti, another participant, had a similar suggestion. She said:

“Hopefully, activities like this will continue so that the community is helped.”

Mrs. Savitri as a teacher gives advice for the program:

“It is better for libraries to involve more forums for community activities in their activities, which are intended so that the socialization of programs or plans for library activities can be spread more widely and involve the wider community both in districts and cities.”

From the various statements of the informants above, it can be seen that the library has carried out community learning activities well. It can be seen from the impact felt by the community as participants in community learning activities, including their improved welfare. The forms of welfare felt by the community also vary, ranging from increased insight, and fulfilled social needs to increased income or an improved economy. It adheres to the goal of the National Library’s social inclusion-based library program. The library provides reading sources to explore information and knowledge and is also required to assist the community with various training and skill activities to empower the socio-economic community (Darmawan, 2019).

However, the library needs to hold learning activities not only in the library but also in other places so that the reach to the community is wider. For example, the library can carry out activities when the mobile library is implemented. It can also carry out at the Village Hall and community association places. Furthermore, the library can collaborate with the city of Sukabumi to cover the entire Sukabumi area.

CONCLUSIONS

Diarpus of Sukabumi district has conducted community learning activities since 2014 until now. This activity is carried out based on Law 43 of 2007 Article 8 and West Java Provincial Government Law No. 17 of 2011 concerning libraries Article 10 paragraph to -2 about public libraries. This activity also supports the National library program, namely the TPBIS program. This activity continues to develop with variations in activities from year to year, in collaboration with various parties.

In developing the community learning program, the library also conducts an evaluation. At the end of the Community Learning class session, the library looks at all aspects ranging from recruiting participants and teachers, promotion patterns, and learning methods to the final work published by the participants of Community Learning Activities.

The community feels the benefits as participants and the library as the organizer. Community learning activities held by the library are constructive for the community. For the library this activity makes the community more familiar with the library and makes the library a learning center and a place for them to develop themselves. The community feels the next benefit as participants in learning activities, namely improving welfare. Some participants can sell online through the Bukapalak application, which increases their income. Another impact is the increased insight after taking the Writing Class, the increased foreign language skills after taking the English Class, and the community's social needs being met.

To develop this activity, Diarpus of Sukabumi district should be able to make written policies at every stage, starting from recruiting participants and teachers, promotion patterns, and learning methods to the works produced by the community. The library also needs to document this activity properly.

Libraries are expected to be involved with the surrounding community in evaluating their activities and continue to innovate and be creative so that the programs implemented are more diverse for the community. In addition, there is a need for continuous collaboration between various parties, both with the private sector, local communities, and community organizations.

The library also needs to make programs with interesting themes suitable for the community and community associations in the Sukabumi district. So that more people in the Sukabumi district can participate in this community learning activity, this activity can be carried out in conjunction with the mobile library program. In addition, the implementation of activities should also be carried out in community centers such as Village Halls, Alun-Alun, community association

places, and locations where communities in the Sukabumi District area are located.

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