

DIGITAL BOOK FOR IMPROVING LITERACY IN CHILDREN AT THE RUMI BANTAR GEBANG READING CENTER

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ABSTRACT

According to a survey conducted by the Program for International Student Assessment (PISA) which was released by the Organization for Economic Cooperation and Development (OECD) in 2019 stated that Indonesia ranked 62nd out of 70 countries with regard to literacy levels. with literacy levels. Based on this survey, one way to increase Indonesian people's interest in reading is by teaching literacy education from an early age. From some of the research results that have been reviewed, we have not found any research that designs or creates e-book applications as a way to improve literacy. research that designs or creates e-book applications as one of the media to support early childhood literacy to support early childhood literacy. Increasing interest in reading can be done in various ways, one of which is by presenting a reading literacy house in the community. Facing the problems and phenomena above, the community service team plans to mobilize interest in reading in children. devotion team plans to mobilize interest in reading in children or cultivate reading literacy assisted by the e-book application. PKM location selection about increasing literacy at the Umi Reading House located in the Bantar Gebang landfill site Area Village, Sumur Batu, is one of the literacy movements that started from the coverage of areas that are less considered by the local government. The solution that the team team plans to foster interest in reading in children, especially children, namely; 1) Provide reading books, especially reading books for children, 2) Build an e-book application that can always be used by children to read, 3) Conduct socialization and mentoring on how to use the e-book application.

Keywords: Digital book, RUMI, Digital literacy, Bantar Gebang

1. INTRODUCTION

According to UNESCO data, Indonesian people's interest in reading is very low, from the data it is known that only 0.001%. This means that out of 1,000 Indonesians, there is only 1 person who regularly reads. This is reinforced by the results of a survey conducted by the Program for International Student Assessment (PISA) released by the Organization for Economic Co-operation and Development (OECD) in 2019, it is known that Indonesia ranks 62nd out of 70 countries regarding literacy levels, or is in the bottom 10 countries that have low literacy levels. The data is a reference that we are lagging behind other countries in literacy levels, therefore there are several things that must be pursued to increase the interest in reading Indonesian people. One of them is by teaching literacy education from an early age, where in that phase children begin to experience an increase in cognitive, psychosocial and physical motor abilities (Dwi & Zati, 2018).

Based on research published by uswitch.com, shows that more than 25% of children around the world own a mobile digital device before they are 8 years old. One in three children start using smartphones when they are 3 years old and one in ten children enjoy gadgets at an even younger age of 2 years (Garna et al., 2018). However, its use is mostly dominated by playing games, 57% for educational applications, and 14% for book applications (M. Zaini & Soenarto, 2019). One of the efforts to make the use of digital devices for children can be utilized for learning.

Aligned with the ongoing COVID-19 pandemic for 2 years, it has had a significant impact on the increase in the dropout rate among children at TPST Bantar Gebang. The dropout rate was recorded at 1.12 percent or an increase of 10 times the primary school dropout rate in 2019. Departing from the results of observations and surveys conducted by the PKM team, concluded that there was low interest in reading or children's literacy skills due to the absence of adequate facilities for reading, especially the lack of reading books, especially books specifically aimed at children.

The solutions that the team plans to foster interest in reading in children, especially children, are 1) Providing reading books, especially reading books for children, 2) Building digital book applications that can always be used by children to read, 3) socializing and mentoring how to use digital book applications to RUMI managers and children (Merdekawati et al., 2022; Pratama et al., 2022; Putra et al., 2022).

From the description of the situation analysis above, the various problems faced by partners regarding literacy and education are.

- a. The high dropout rate, one of which is due to a lack of motivation in learning.
- b. Low interest in reading and writing (literacy) in children, due to the lack of book collections, game tools and other facilities, such as Wi-Fi
- c. Low motivation to learn or read from people around them, especially from their own parents.

There are several solutions offered to deal with partner problems partners, the initiative aims to cultivate a strong literacy culture by supplying a diverse range of children's reading materials encompassing both fiction, non-fiction, and motivational literature (Eki Rifaldi et al., 2017; Yudhistira et al., 2022; H. Zaini & Dewi, 2017). Additionally, continuous support is offered to RUMI managers, assisting them in effectively utilizing the e-book application to promote digital literacy and foster reading habits. To further enrich the reading experiences of elementary school children, efforts are made to empower RUMI management through engaging activities that infuse excitement into their reading endeavors (Merdekawati et al., 2022). Moreover, the program advocates for wider visibility and reach by not only engaging local authorities but also involving national and international reading communities. This inclusive approach is crucial for ensuring the sustainability and longevity of the Rumah Baca program in the years to come. From these objectives, the authors compiled this community service report based on UMB guidelines and RIP (LPPM Universitas Mercu Buana, 2021, 2023).

2. METHOD

- a. The methods used in this community service activity are Activity Stages

- 1) Preparation Stage

The project began with the formulation of a comprehensive proposal, laying out the groundwork for subsequent actions. This involved a meticulous evaluation and analysis of RUMI's service location situated at Bantar Gebang landfill site. Following this assessment, coordination and discussions were initiated with the RUMI manager responsible for nurturing the Literacy House for children within the Bantar Gebang landfill site vicinity. Subsequently, efforts were dedicated to sourcing high-quality digital books tailored for children, encompassing a variety of genres including fiction, non-fiction, and educational motivation. To enhance outreach and engagement, collaboration was established with multiple literacy communities, aimed at effectively promoting and socializing RUMI's impactful activities within the community.

- 2) Activity Implementation Stage

The initiative encompasses a multifaceted approach toward promoting literacy and fostering a love for reading among children. This includes providing motivational support for cultivating reading interest and engaging in literacy games using digital book media. Furthermore, there is a strong focus on socializing both managers and children about the significance of literacy in ensuring the sustained success of a child's educational journey. The guidance and mentorship for literacy motivation extend beyond isolated sessions, emphasizing the need for a continuous and structured program with clear, measurable achievements. This program entails activities like encouraging children to embrace reading, underlining the importance of reading culture for a prosperous future, and inspiring them to pen down narratives about their daily lives, surroundings, aspirations, and insights from their reading experiences. To enhance accessibility to reading materials, free books—particularly those related to educational motivation and inspiring stories of notable individuals—are distributed to children. Additionally, book donations are made to RUMI, not only funded by community service contributions but also sourced from individual donors, ensuring a wide array of reading materials for the children.

- 3) Final Stage

The final stage consists of making activity reports and collecting activity reports.

- b. Evaluation Design

In this implementation, there are several criteria that will become the basic benchmark for the achievement of this activity regular evaluations are conducted to identify and address any hindrances encountered during the implementation of activities at the reading house, ensuring prompt solutions to these challenges. These routine evaluations serve as a foundation for a comprehensive final assessment, enabling thorough preparations and strategies to address persistent issues identified through continuous evaluation processes.

3. RESULTS AND DISCUSSION

Based on our observations, children in Bantar Gebang tend to lack interest in reading. Moreover, they are often asked to help their parents instead of going to school. Especially during the COVID-19 pandemic, where teaching and learning activities are carried out online. This is supported by several statements from parents who mostly work as scavengers.



Figure 1. Preparation Stages



Figure 2. Onsite Preparation

The following is an overview of the technology applied in community service, this technology is taken from the research results of lecturers and students.

Community service activities were carried out by lecturers from the Faculty of Computer Science, Universitas Mercu Buana and the Faculty of Communication Sciences, Esa Unggul University, which were held on Saturday, March 3 - October 4, 2022, directly. The partner of this activity is landfill site Bantar Gebang, especially the Sumur Batu village, Bekasi Regency to improve digital literacy skills and empower RUMI. For this reason, this program is carried out as an effort to educate and digital literacy for children of scavengers in the Bantar Gebang landfill site area.



Figure 3. Activity Implementation Briefing



Figure 4. Activity Implementation

The availability of devices and how to use devices that support the implementation of digital literacy. Increasing the ability of RUMI managers to master the use of digital devices and digital applications as a means of literacy. The availability of digital book application modules that support the application of digital literacy. The increasing ability of RUMI managers to master digital book applications as a medium to support digital literacy.

APLIKASI E-BOOK UNTUK MENINGKATKAN LITERASI DI RUMAH BACA UMI BANTAR GEBANG

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LATAR BELAKANG


Menurut survei yang dilakukan Program for International Student Assessment (PISA) yang di rilis Organization for Economic Cooperation and Development (OECD) pada 2019 menyatakan bahwa Indonesia menempati ranking ke 62 dari 70 negara berkaitan dengan tingkat literasi. Berdasarkan survei tersebut salah satu cara untuk meningkatkan minat baca masyarakat Indonesia adalah dengan mengajarkan pendidikan literasi sejak dini.

TUJUAN


- 1# Menyediakan buku-buku bacaan dalam, khususnya buku bacaan untuk anak-anak,
- 2# Membangun aplikasi e-book yang selalu bisa digunakan oleh anak untuk membaca,
- 3# Melakukan sosialisasi dan pendampingan cara penggunaan aplikasi e-book pada pengelola RUMI dan anak-anak

PELAKSANAAN: 26 Des 2021


OBSERVASI & PENINJAUAN 1




KOORDINASI 2



PENGADAAN E-BOOK 3



SOSIALISASI & PENDAMPINGAN 4



TESTIMONI - Terimakasih banyak Univ Esa Unggul dan UMB atas kegiatan ini, kami berharap e-book ini dapat meningkatkan minat membaca dan belajar anak-anak pemulung di Rumah Baca RUMI

KUESIONER FEEDBACK MITRA - Setuju bahwa kegiatan ini sesuai dengan kebutuhan mitra

PENDANAAN - Univ Esa Unggul dan UMB melalui skema PKM KDN Internal 2021/2022

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Figure 5. Outcome of Community Service Activity

The availability of modules to increase understanding to parents and the community on how to convey messages, tell children, or advise using effective communication. Increased ability of RUMI teaching teachers in providing character education such as being taught discipline, saying greetings, and tolerating language that is appropriate for children's age.



Figure 6. Register Page

The register page displays input to fill in the username, full name, date of birth, gender.

The system will save the user data that has been inputted.

Login page serves to give user permission to carry out activities in the application. On the login page the user will input a username and password. The system will validate the

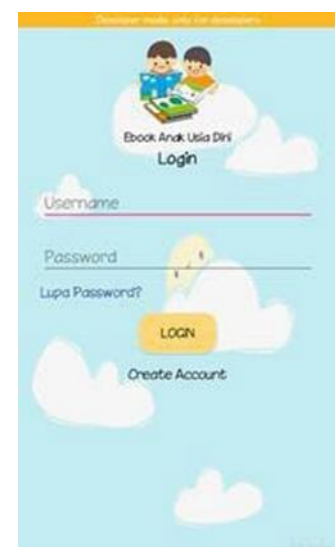


Figure 7. Login Page



Figure 8 Type of Book and Video Page

Displays various types of books and videos so that users can choose types easily. The system will display data based on the user's choice.

This page displays all book data that has been liked before. And can be viewed again by the user.



Figure 9 Favorite Book page

4. CONCLUSION

Based on the work of this application, suggestions are expected to provide input and consideration for anyone who will develop a system with a similar software development method.

It is expected that the high dropout rate, which is due to a lack of motivation in learning and economic factors, it is expected to fulfill the low interest in reading and writing (literacy) in children, due to the lack of book collections, game tools, and other facilities, such as wifi. It is expected that parents work to increase the motivation to learn or read from people around them, especially from their own parents.

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