

Literacy House as a Means of Fostering the People: Strategies for Increasing Islamic-Based Reading Interest

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Received: 11-10-2024

Revised: 21-11-2024

Accepted: 26-12-2024

KEYWORDS

Literacy house;
Strategy;
Reading interest;
5P theory;

ABSTRACT

The background of this research is the low interest in reading the community, which is a challenge in building an Islamic literacy culture in the village. The purpose of the study is to find out the strategies that can be implemented, as well as to identify the supporting and inhibiting factors. The research method is qualitative with a phenomenological approach. Data were collected through interviews with six informants, observations, and documentation, and analysed using Miles, Huberman, Saldana's interactive model analysis techniques and applying Henry Mintzberg's 5P Theory. The results of the study show that the Sidoharjo Village Literacy House has succeeded in increasing people's interest in reading with a 5P theory-based strategy. Careful planning is well implemented. The tactics are carried out by Islamic fairy tale competitions, and social media campaigns. A pattern of reading habits that continues to be developed consistently. The strategic position of the Literacy House as a center for non-formal literacy and perspectives that respect local values also strengthens the attractiveness of the program, increasing citizen participation and ownership. Supporting factors include needs surveys and cooperation with local publishers, selection and procurement of structured reading materials, improvement of library facilities and interactive activities, evaluation and feedback collection. In addition, the inhibiting factors include a lack of awareness and limited knowledge about the benefits of reading, limited collections, lack of literacy education, budget limitations, and inadequate information technology infrastructure. The contribution of this research is to provide a model of a strategy for increasing reading interest that can be applied in other regions, as well as to recommend collaboration between the government, the community, and educational institutions to build a strong Islamic-based reading culture in the community.

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Introduction

Education is a key factor in the development of a country. Through education, the younger generation can develop their potential and become quality members of society. Education is one of the key factors in developing human potential and forming a quality society (Gambrell, 1996). In the increasingly advanced information age, the ability to read has become very important for every

individual. Reading is not just an activity of processing words on paper, but also a gateway to wider knowledge, imagination, and understanding. Therefore, it is important for education to bridge the gap and increase interest in reading to increase insight. One of the important aspects of education is the interest in reading. A high interest in reading in students can help them improve their comprehension, knowledge, and language skills (Khasanah et al., 2022).

In addition, reading also plays an important role in improving critical thinking skills. In the process of reading, individuals are faced with complex thoughts, different arguments, and diverse viewpoints. It stimulates analytical, evaluative, and information synthesis thinking. By reading regularly, one can practice thinking intelligence, hone logic skills, and develop the ability to critically analyse and evaluate information. This critical thinking ability is essential in facing complex challenges in personal, academic, and professional life (Nudin, 2020).

In the increasingly advanced digital era, the challenges of increasing reading interest may be increasingly complex. Easy access to digital content and distractions from social media can reduce the time spent reading physical books. Therefore, it is important for education to adapt to these changes and develop relevant strategies to promote reading interest in society. It involves innovative approaches, such as utilizing technology in reading, encouraging collaborative reading, and creating an environment that stimulates reading interest (Fadillah & Dini, 2021).

A person's willingness and ability to read has a significant impact on their knowledge and skills (Syadila, 2021). By reading actively, a person can develop diverse knowledge and improve abilities in various things. People who are avid readers tend to have better qualities than those who are less interested in reading activities (Fadillah & Dini, 2021). UNESCO has endorsed 8 September as International Literacy Day. According to the World Economic Forum, there are six types of literacy that are essential for adults, namely reading and writing literacy, numerical and mathematical literacy, financial literacy, scientific literacy, cultural and civic literacy, and information and communication technology literacy or digital literacy (Sabirin Sabirin et al., 2023).

Based on data submitted by UNESCO, reading interest in Indonesia is relatively low, only around 0.001%. The results of a study conducted by Central Connecticut State University in 2016 placed Indonesia in 60th place out of 61 countries with low literacy levels. Finland, on the other hand, ranks first with a literacy rate of almost 100%. This data shows that Indonesia is lagging behind in terms of reading interest when compared to Singapore and Malaysia (Saputri & Khairani, 2021). Various government efforts and strategies are carried out to increase people's interest in reading, one of which is to form a reading corner program for the community. However, the impact has not yet been seen significantly.

In order to overcome the declining interest in reading and even on the verge of disappearing, a strategy is needed, therefore the local government and residents must work together to implement the right strategy in order to increase interest and foster a sense of enjoyment of reading. Strategies carried out by the local government to increase reading interest have been put forward by many experts. According to Sarah, it is important to create a supportive reading environment in various contexts, such as at home, at school, and in the community (McGeown et al., 2015).

Strategies to increase reading interest should also focus on developing strong reading skills. Readers who have good reading skills will be more confident and feel involved in the reading process. This can be achieved through student-centered learning, the teaching of effective reading strategies, and the opportunity to practice reading regularly (Rasinski & Padak, 2003). Lankshear and Knobel, highlight the role of technology in increasing reading interest. The use of electronic devices, reading applications, and digital platforms can attract readers, especially children and adolescents. Utilizing technology wisely and integrating it into the reading experience can help expand access and make reading more engaging and interactive (Lankshear & Knobel, 2006).

The problems and challenges in increasing reading interest are not only experienced by urban communities, but the residents of Sidoharjo village also experience the same thing. The reading house that was presented for community residents which initially functioned as a reading garden, is now only a place to joke and the number of books seen no longer indicates that books are often read. The dust and environment of the residents' literacy house are no longer functioning as usual

as a means of increasing knowledge for the community. Lack of quality reading, ineffective strategies, limited resources, both in terms of funding, facilities, and program managers, hinder the development of literacy activities to the maximum. This is a concern for researchers so that they want to revive the reading atmosphere that occurred a few years ago by identifying the causative factors so that the right strategy can be applied to increase reading interest, especially in religious literacy reading materials of citizens Sidoharjo village community.

This research has important significance in efforts to revive the literacy culture in Sidoharjo Village, through the revitalization of the function of the Literacy House. The decline in reading interest among the community not only threatens the sustainability of the Literacy House as a knowledge centre, but also has an impact on the quality of human resources in the village. Given that literacy is the foundation for increasing people's knowledge, skills, and critical awareness, a decrease in participation in literacy activities can have negative implications for village social and economic development (Sudarto et al., 2022).

In addition, the increasingly widespread use of information technology and social media, which tend to facilitate instant content consumption, makes this study even more urgent to understand the factors that cause the shift in reading interest (Magdalena Boga & Hj. Dety Mulyanti, 2022). Thus, an effective strategy is needed to attract public interest in literacy activities, especially reading about Islamic religion. This research also aims to provide practical recommendations for the managers of the Literacy House and related parties to be able to carry out appropriate interventions to maximize the potential of the Literacy House as a learning centre and increase the community's insight into Islamic religious education through Islamic readings in the literacy house so that it has implications for increasing understanding of fiqh, Aqidah and especially in terms of prayer.

Furthermore, by increasing the interest in reading religious books and other general books, community members will have wider access to diverse information, ideas, and perspectives. This can stimulate their social development and creativity, helping them become more knowledgeable, open, and innovative and religious citizens of society. On the other hand, low interest in reading can be an obstacle in achieving quality education (Farrahathni et al., 2022), increasing the interest in reading religious literacy among community members, especially in rural areas such as Sidoharjo Jambon Village, is very important considering the importance of religious education through book literacy in the reading community by religious activists in Sidoharjo village. This research is expected to make a significant contribution to improving the level of education and opening up better opportunities for the intellectual, religious and academic development of the local community.

This research departs from the understanding that education plays an important role in building a better quality of society, where interest in reading religious books is one of the essential components that supports individual literacy and critical thinking skills as well as improving the quality of education. However, the low literacy level in Indonesia, including in Sidoharjo Village, shows that reading interest has not become a priority among the community. This decline in reading interest also affected the function of the Sidoharjo Village Literacy House, which previously served as a centre of knowledge and learning for residents. This phenomenon is driven by several factors, such as the lack of quality religious reading collections, the lack of public participation in literacy activities and activities to learn about Islam through the collection of reading house books, as well as the influence of information technology and social media that divert people's focus from reading physical books.

This research aims to explore effective strategies that can be applied to increase the reading interest of the people of Sidoharjo Village through the Literacy House, especially in terms of Islamic religious literacy. This approach includes the identification of inhibiting and driving factors in an effort to increase reading interest, as well as the evaluation of the effectiveness of the programs that have been implemented by the Literacy House. The conceptual framework of this research focuses on efforts to increase reading interest through systematic strategies, both through improving reading facilities, using technology to attract the interest of the younger generation, and collaborating with related parties, such as educational institutions and local governments. The

Literacy House is expected to be a comfortable and interactive reading space, which is able to attract the interest of the public to get involved in literacy activities again.

Through this analysis, the research aims to provide practical recommendations that can be implemented by the managers of the Literacy House. The recommendation is expected to help revitalize the function of the Literacy House as a learning center relevant to the digital era and increase community involvement in Islamic literacy reading activities as well as implementing it in real life as an effort to build awareness in Islam. The results of this research are expected to make a significant contribution to increasing the reading interest of village communities, so that it can support the development of knowledge, skills, religiosity and critical awareness of residents in the long term.

This research uses a strategy theory developed by Henry Mintzberg. Mintzberg's 5P theory, introduced in 1987, offers a diverse approach to understanding and implementing strategies. The five elements of this theory are Plan, Ploy, Pattern, Position, and Perspective (Mintzberg et al., 1998).



Figure 1. The 5P theory for strategy from Henry Mintzberg

When linking Henry Mintzberg's 5P theory to strategies for increasing reading interest, this approach provides a comprehensive and systematic framework. First, strategy as a Plan focuses on developing a structured strategy and clear goals. In the context of literacy, this means designing programs such as workshops, book clubs, and reading events that suit the needs of the community. This process involves needs analysis, setting specific and measurable goals, and allocating adequate resources for program implementation. In this way, a well-thought-out plan can ensure effectiveness in increasing reading interest.

Second, the strategy as Ploy involves using smart tactics to attract attention and motivate the public. This can include organizing reading competitions with attractive prizes or promotional campaigns through social media to raise awareness about the importance of reading. These tactics are designed to attract interest and increase community engagement, creating an additional incentive to participate in literacy activities.

Third, strategy as a Pattern emphasizes the importance of utilizing methods and practices that have proven successful in the past. In the context of literacy, this means applying techniques that have been shown to be effective in increasing interest in reading, such as interactive reading sessions or the use of technology to attract attention. By learning from past successes, literacy programs can be tailored and optimized to achieve better outcomes in the future.

Fourth, the strategy as a Position focuses on how literacy programs are placed in the market and ensures that the programs offer unique added value. This could involve developing a unique value proposition, such as the integration of literacy with local cultural activities or the offering of

programs that differentiate from other initiatives. A marketing strategy that highlights the program's uniqueness and benefits can help attract more participants and increase reading interest.

Finally, the strategy as a Perspective assesses the influence of culture and collective views in the planning and implementation of literacy programs. Understanding local cultural values and customs can help tailor the program to be relevant and well received by the community. Community involvement in program planning and execution is also important for creating support and a sense of belonging, which in turn can significantly increase reading interest.

By integrating all elements of the 5P theory, strategies to increase reading interest can be designed with a more holistic approach and responsive to local needs and contexts. When presented in a mind map, it can be visualized as follows:

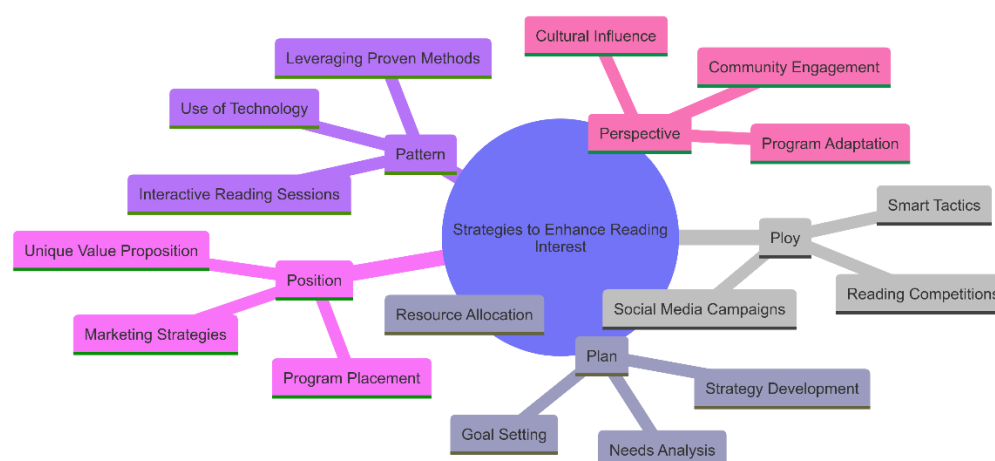


Figure 2. Mind Map Strategy to Increase Reading Interest Based on 5P Theory

Henry Mintzberg's 5P theory was chosen because it offers a comprehensive and multifaceted framework for understanding and implementing strategies. The theory includes five different approaches—Plan, Ploy, Pattern, Position, and Perspective—that allow researchers to explore strategies from a variety of perspectives. In the context of increasing interest in reading Islamic literacy, this approach is very important because it provides a structured and diverse way to increase the effectiveness of literacy programs. By integrating elements of this theory, Islamic literacy strategies can be designed to reach and motivate various segments of society in a more holistic and adaptive way.

In analysing the results of research entitled Literacy House as a Means of Fostering the People: Strategies for Increasing Islamic-Based Reading Interest, using the 5P theory from Henry Mintzberg, this approach can provide in-depth insight into the effectiveness of the strategies implemented. First, from the perspective of strategy as a Plan, this analysis includes how the Literacy House prepares and plans their literacy program. This involves careful planning with specific goals to be achieved, such as increasing the frequency of visits or the number of books read. Periodic evaluations of the program are necessary to ensure that the set goals are achievable, as well as to adjust strategies based on the feedback received.

Second, the application of the strategy as Ploy refers to smart tactics used to attract people's interest in reading. This includes a variety of promotional tactics that may be implemented, such as reading competitions, prizes for the most readers, or innovative social media campaigns. This tactic is designed to manipulate public interest and create a special attraction that distinguishes the Literacy House from other literacy initiatives in the area.

Furthermore, strategy analysis as a Pattern focuses on habits or patterns that exist in literacy programs. This involves assessing patterns of activities that have proven successful in the past and how they are being applied in the Literacy House. Additionally, it is important to see if any pattern

adaptations are being made to suit the needs and preferences of local communities, in order to ensure that the strategy remains relevant and effective.

In terms of strategy as a Position, this analysis assesses how the Literacy House places itself in the context of local literacy. This involves assessing how the Literacy House differentiates itself from other literacy sources, such as public libraries or other literacy programs. The competitive advantages of the Literacy House, such as a unique collection of books or programs that are highly relevant to the needs of the community, are important factors in this strategy.

Finally, strategy analysis as Perspective looks at how culture and collective thinking affect literacy strategies. It involves understanding how local culture and community values affect literacy programs, as well as how Literacy Houses adapt their programs to local values and traditions. Involving the community in the planning and implementation of programs is also important to ensure that literacy strategies are in line with their collective views and needs. By applying the 5P theory, this analysis provides a comprehensive understanding of the effectiveness and adaptation of strategies to increase reading interest in Sidoharjo Village Literacy House.

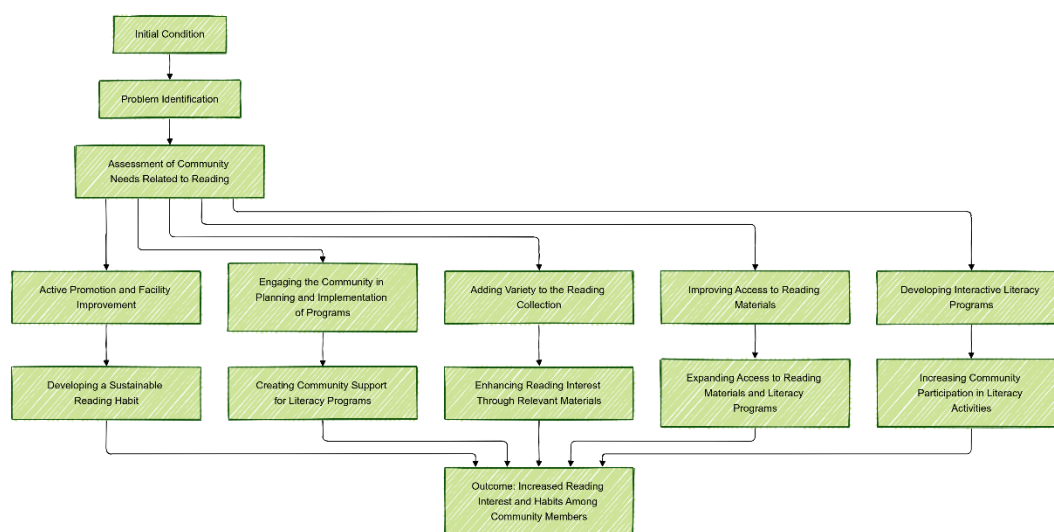


Figure 3. Research framework scheme

The selection of the theory on the basis not only provides a strong framework for understanding the phenomenon of reading interest at the community level, but also provides a solid empirical foundation for analysing research results. Using this theory, researchers will conduct data analysis to identify factors that affect reading interest in rural communities, evaluate the effectiveness of literacy programs implemented in the Literacy House, and propose improvement strategies based on research findings. Thus, the use of these theories is not only to strengthen research methodologies, but also to provide a deep and evidence-based view related to efforts to improve literacy in villages, especially Islamic religious literacy, especially in Sidoharjo.

Based on the description above, the researcher is interested in further research by choosing the title "Strategies for Increasing Interest in Reading Islamic Religious Books among Community Citizens at the Sidoharjo Village Literacy House, Jambon, Ponorogo." The purpose of this study is to find out the strategies that can be implemented to increase the reading interest of community members, identify the factors that are inhibitions and drivers in efforts to increase reading interest. Not only that, this study also aims to evaluate the effectiveness of the programs implemented by the Sidoharjo Village Literacy House in increasing people's interest in reading.

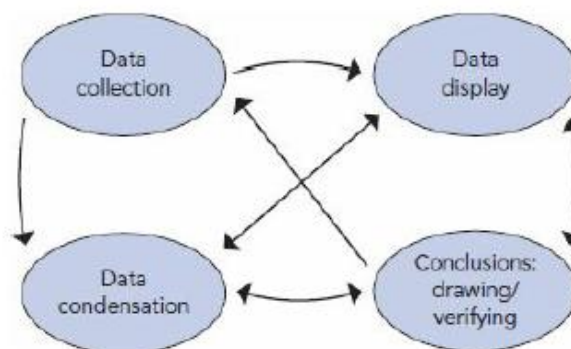
Method

The research was carried out in Sidoharjo Village, Jambon District, Ponorogo Regency, East Java Province. The selection of this location is based on the existence of the Literacy House as an

important village literacy centre in increasing the reading interest of the local community, in line with the focus of research that wants to examine the effectiveness of literacy improvement strategies in the area. The research began in September 2024, covering the preparation, implementation, and reporting stages. The research method used is qualitative with a phenomenological approach, which allows for an in-depth understanding of the subjective experiences of individuals involved in the Literacy House. This approach helps researchers uncover the meaning and perception of subjects regarding the phenomenon of reading interest and the literacy strategies applied.

The research data is divided into two main categories: primary data and secondary data. Primary data were collected through in-depth interviews, direct observations, and the collection of related documents from the Literacy House. Interviews were conducted with villagers, village officials, and managers of the Literacy House to obtain information about their experiences and participation. Direct observation provides an actual picture of community activities and interactions. Secondary data includes literature, statistical data, and policy documents that provide theoretical context and additional insights into the socio-economic conditions of the community. The determination of informants was carried out purposively, selecting individuals relevant to the focus of the research, including active residents in the Literacy House, village officials, and Literacy House managers. The data collection method involves in-depth interviews to obtain literacy views, policies, and practices, as well as direct observation of activities in the Literacy House. Documentation is also collected to complement the data obtained. This study uses Mintzberg's theory as an analytical tool to determine strategies for increasing reading interest, with Henry Mintzberg's 5P theory grid matrix that will be linked to the literacy strategies applied.

The validity of the data is maintained through triangulation techniques, namely by comparing data from various sources (source triangulation) (residents, village officials, managers of Literacy Houses) and data collection methods (interviews, observations, documentation). The data analysis technique follows the interactive model analysis procedure of Miles, Huberman, and Saldana (Miles et al., 2014) which includes data collection, data condensation, data display and conclusion drawn. Data collection is carried out by collecting information from interviews, observations, and documentation. Data condensation is done by simplifying and organizing relevant data. Data is presented (data display) in the form of narratives, tables, or graphs to facilitate understanding. Drawing conclusions is carried out by identifying patterns and themes that emerge from the data to answer research questions. The analysis of the research data can be seen in the following figure:



Gambar 4. *Components of Data Analysis: Interactive Model*

The research entitled Literacy House as a Means of Fostering the People: Strategies for Increasing Islamic-Based Reading Interest, began with the preparation of a research proposal as the first step in planning this activity. After the proposal is prepared, the next stage is data collection, which is carried out through interviews and observations of the local community. The data that has been collected is then analyzed using the 5P strategy theory developed by Henry Mintzberg. In this analysis, there are five important elements: first, Plan, which is to formulate a strategic plan to

increase reading interest; second, Ploy, which focuses on determining effective execution tactics; third, Pattern, which aims to identify patterns of activities that already exist and can be utilized; fourth, Position, which is to determine the strategic position of the Literacy House in the context of the local community; and fifth, Perspective, which seeks to understand the views of community members on the importance of reading. After all elements are analysed, an evaluation of the strategic plan that has been prepared is carried out, which then leads to the development of a concrete strategy to increase people's interest in reading. The results of this research are compiled in the form of a report to be published, marking the completion of the entire research process. Thus, this presentation provides a clear and systematic overview of the research flow, and makes a significant contribution to efforts to increase reading interest in the people of Sidoharjo Village.

Result and Discussion

Strategies in Increasing Interest in Reading Religious Books at the Sidoharjo Village Literacy House.

In the context of the Sidoharjo Village Literacy House, the plan that has been prepared includes short-term and long-term measures to increase reading interest. Short-term plans involve reading training, book provision, and reading competitions. Long-term plans include the development of facilities and book collections as well as the implementation of sustainable programs. According to the theory of Strategic Planning, effective planning must involve setting clear goals and proper allocation of resources (Shrader et al., 1984) In this case, the Literacy House plan is in accordance with these principles with a focus on specific activities and continuous improvement.

The tactics applied include organizing reading competitions and promotional campaigns through social media. This tactic aims to create attraction and encourage active participation of the community. Promotion- and competition-based marketing strategies can be effective in attracting attention and increasing engagement (Kotler et al., 2021) Tactics such as reading competitions and social media promotions go hand in hand with this approach, which has been shown to increase reading interest in various communities.

The observed pattern is regular visits to the Literacy House, especially on weekends, and high interest in popular books. Challenges faced include time constraints and accessibility. According to the Strategic Pattern theory, organizations must identify behavioural patterns to adjust their strategies (Mintzberg et al., 1998) Literacy houses follow this pattern by adapting their activities at times that are visited by the community, and responding to accessibility challenges.

The Sidoharjo Village Literacy House has a strategic position as the center of literacy activities in the village. Although its facilities and collections are limited compared to other places, this Literacy House serves as a major centre for innovative literacy. Strategic Position Theory emphasizes the importance of competitive advantage through a unique position in the market (Porter, 1996) Literacy House takes advantage of its position to provide literacy services that are not available anywhere else, creating unique value for the community.

The main hope is to create a sustainable reading culture. Programs such as literacy campaigns, social media, and literacy training are designed to improve people's knowledge and skills. Strategic Perspective Theory suggests that an understanding of cultural and social values is important in designing effective strategies (Schein, 2010) The Literacy House adapts its programs to local values and communicates literacy goals with relevant methods.

The results of the study show that the Sidoharjo Village Literacy House has effectively implemented a strategy based on Mintzberg's 5P theory. With a structured plan, innovative tactics, well-understood patterns of behaviour, optimized strategic positions, and perspectives that are in line with local values, the Literacy House has succeeded in increasing people's interest in reading. However, challenges such as limited facilities and accessibility need to be addressed to ensure the sustainability and wider impact of existing religious literacy programs.

The Sidoharjo Village Literacy House has succeeded in increasing people's interest in reading through the implementation of effective strategies based on Mintzberg's 5P theory which includes *Plan, Ploy, Pattern, Position, and Perspective*.

1. Plan

The Sidoharjo Literacy House has formulated a long-term goal to create a strong literacy culture in the village. This plan includes the provision of reading materials that are in accordance with the needs of the community, such as children's story books, educational reading, and general literature. The program's planning is structured to target a wide range of age groups, from children to adults, with an inclusive approach. This is reflected in the implementation of activities such as literacy classes and mobile libraries, which aim to increase public involvement in reading.

2. Ploy

In overcoming accessibility challenges, the Literacy House implements innovative tactics, such as the "Rotating Book" program that allows books to be brought to every citizen's home far from the literacy centre. In addition, they held Islamic fairy tale competitions, book discussions, social media campaigns and other creative activities to provoke reading interest among children and teenagers. This strategy directly increases the participation of villagers, especially among young people.

3. Pattern

By carrying out literacy activities consistently and repeatedly, the Literacy House has formed a new pattern of behaviour in the community. For example, every month a reading session is held together which is now part of the residents' routine. This pattern suggests that people are gradually adopting the habit of reading as part of their daily activities. This success is shown by the increasing number of visitors to village libraries and participation in literacy programs.

4. Position

Strategically, the Literacy House has positioned itself as a non-formal learning centre in Sidoharjo Village. In this case, they have succeeded in taking on the role of the main resource for people who want to improve their knowledge and literacy skills. By strengthening partnerships with local schools and organizations, the Literacy House positions itself as a bridge between the world of formal education and the literacy needs of citizens in general. This increases the relevance of literacy programs to the needs of the community.

5. Perspective

The Literacy House adopts a perspective that is in accordance with the local values and culture of the village. Literacy programs not only aim to improve literacy, but also in still a love for literacy as part of the village identity. By respecting local wisdom and strengthening relationships between citizens through literacy activities, this perspective strengthens social bonds and provides more motivation for the community to continue to be involved in literacy activities.

The application of the 5P Mintzberg theory-based strategy has proven to be effective in increasing the reading interest of the people of Sidoharjo Village. A well-thought-out plan provides a clear direction for the program to be implemented based on age groups through an inclusive approach. Meanwhile, innovative tactics such as "rotating books" programs, fairy tale competitions, book discussions, social media campaigns and other programs are able to foster public enthusiasm. The pattern of reading habits that continue to be developed consistently helps to internalize literacy behaviour, especially about Islam among villagers.

The strategic position of the Literacy House as a centre for informal literacy and a perspective that respects local values also strengthens the attractiveness of the program, increasing citizen participation and ownership of literacy activities, especially about Islam. However, even so, there are still challenges that must be faced, such as limited facilities and accessibility for some groups.

To ensure the sustainability of the program and its wider impact, there is a need to improve facilities, such as a larger collection of religious books and technological support to expand public access to a more diverse literature.

By overcoming these obstacles, the Sidoharjo Village Literacy House has great potential to continue to increase reading interest, strengthen religious literacy culture, and contribute more significantly to the intellectual development and religiosity of the community.

Supporting and Inhibiting Factors in Increasing Interest in Reading Islamic Religious Books at the Sidoharjo Village Literacy House

1. Supporting Factors in Increasing Interest in Reading Islamic Religious Books

In an effort to increase interest in reading religious books at the Sidoharjo Village Literacy House, several main supporting factors can be identified based on interviews with the manager of the literacy house and the village head. These factors include:

a. Community Needs Survey and Cooperation with Local Publishers

The management of the Literacy House routinely conducts surveys on the needs of the community to ensure that the collection of literacy reading materials remains varied and relevant. Cooperation with local publishers and donors is also an important strategy to get the latest books that match the interests of readers. Community needs surveys are an effective method in adjusting library collections to readers' preferences, while cooperation with local publishers can increase access to quality reading materials (Laksmi, 2019)

b. Selection and Procurement of Structured Reading Materials

The Literacy House Manager has a special team that handles the selection of reading materials based on the age, interests, and educational needs of readers. The Village Head added that they also consulted with community leaders and teachers to determine relevant books. The selection of reading materials that are structured based on user characteristics is essential to ensure that library collections meet diverse needs (Wati, 2022).

c. Improvement of Library Facilities and Interactive Activities

The Literacy House manager renovated the design of the reading room and held activities such as book clubs and story sessions for children. The Village Head added the renovation of facilities, including the addition of reading rooms and supporting equipment, as well as community involvement in religious literacy events. Research by Aminah et al, shows that improving library facilities and organizing interactive activities can increase reading interest and community involvement (Aminah et al., 2023)

d. Evaluation and Feedback Collection

The evaluation was carried out through visitor feedback, satisfaction surveys, and statistical data on library usage. Literacy House managers and village heads use this information to assess the impact of programs and identify areas that need improvement. According to Kaharudin, regular evaluation and feedback collection are key methods to increase the effectiveness of literacy programs and ensure that library services are in line with community expectations (Kaharudin, 2018)

From this analysis, the main supporting factors in increasing reading interest in Sidoharjo Village involve an integrated strategy, ranging from the selection of relevant reading materials to the improvement of literacy facilities and programs involving the community. The approach taken in Sidoharjo Village can be used as an example of best practices in the management of literacy houses for other regions that want to increase people's reading interest in religious books and other books.

2. Inhibiting Factors in Increasing Interest in Reading Islamic Religious Books

In an effort to increase interest in reading religious literacy at the Sidoharjo Village Literacy House, there are several inhibiting factors that need to be considered. Based on interviews with Ms. Suyanti and Ms. Suyansih, and referring to related literature, these inhibiting factors can be explained as follows:

a. Lack of Awareness of the Benefits of Reading

One of the main obstacles identified is the lack of public awareness about the benefits of reading Islamic religious books. Mrs. Suyanti revealed that many residents do not understand the importance of reading, both religious books and general books, for self-development and knowledge. This shows that the level of understanding of literacy is still low, which is the main factor inhibiting reading interest. According to research by Marlina, awareness of the benefits of reading plays an important role in encouraging people's interest in reading. Lack of understanding of the added value of reading has the potential to hinder efforts to increase reading interest (Simbolon et al., 2022).

b. Limited Knowledge on the Benefits of Reading

Mrs. Suyansih added that some residents feel that reading books is a less important activity compared to their daily work. The lack of knowledge about how reading can affect quality of life and increase insight causes people not to prioritize these activities. This is in line with the findings of Emilia's research, which shows that lack of knowledge about the benefits of reading can lead to low interest in reading in the community (Prasida, 2022).

c. Inadequate Book Collection

The lack of book collection at the Sidoharjo Village Literacy House is also an inhibiting factor. Mrs. Suyanti said that the collection of scientific books and religious literacy books for children is still limited, while Mrs. Suyansih added that there is a lack of collections of motivational and self-development books. Research by Emilia, states that the availability of books that are varied and relevant to the needs of readers is very important to motivate people to be more active in reading (Prasida, 2022).

d. Lack of Optimal Literacy Education

The lack of effective literacy education is one of the inhibiting factors in increasing reading interest. Mrs. Suyanti said that literacy education that is not optimal causes people to not fully understand the importance of reading. This is in accordance with the results of a study by Triyono (Triyono et al., 2023), which revealed that less effective literacy education can hinder efforts to increase reading interest in the community.

e. Lack of Reading Materials

The Sidoharjo Village Literacy House is experiencing a limited number of adequate reading materials. Mr. Katimun stated that they have collaborated with publishers and donor institutions and are actively seeking book donations from the public. Meanwhile, the Village Head added that the procurement of books is carried out in stages by prioritizing the types of books that are most needed. These efforts, although effective in the short term, are still not fully able to meet all the needs of people's reading materials. Lack of budget remains a major constraint limiting the number and variety of books accessible (Prasida, 2022).

f. The Influence of Information Technology

Advances in information technology offer easier access to digital reading materials, but they have not been fully utilized by residents. Ms. Suyanti said that this technology makes it easier to access Islamic e-books and other online resources, but the limitations of devices and internet connectivity in the village hinder maximum utilization. Ms.

Suyansih added that inadequate technological infrastructure has the potential to reduce reading interest in the future if there are no significant improvements. This is according to the findings of Mirnawati et al. (Mirnawati et al., 2022), that one of the challenges for teachers in Literacy Development is the influence of the internet network.

g. Limited Funds

Limited funds are also an important inhibiting factor in increasing interest in reading Islamic books. Mr. Katimun revealed their efforts in finding various sources of funding, including cooperation with sponsors and donor agencies, as well as the promotion of literacy activities to attract the attention of philanthropists. Ms. Suyansih reinforced this by noting that they are considering fundraising and crowdfunding, as well as submitting funding proposals to the government and private institutions. While this strategy has the potential to increase funding, financial constraints remain a major obstacle to the development of sustainable literacy programs (Prasida, 2022).

Overall, the inhibiting factors in efforts to increase reading interest in the Sidoharjo Village Literacy House include a lack of reading materials, the influence of information technology that is not optimal, and limited funds. The efforts made, such as collaboration with publishers, fundraising, and the search for various sources of funding, show the seriousness of overcoming these challenges. However, improvements in technological infrastructure and more effective funding strategies are still needed to achieve more optimal success in literacy programs in the village.

Conclusion

The Sidoharjo Village Literacy House has succeeded in increasing people's interest in reading Islamic books by implementing a strategy based on Mintzberg's 5P theory. Careful planning, including training and long-term facility development, has been well implemented. Innovative tactics such as "rotating books" programs, Islamic fairy tale competitions and social media campaigns are effective in attracting attention and encouraging public participation, which is reflected in the increasing visits and interest in popular Islamic books. The pattern of reading habits that continue to be developed consistently helps to internalize literacy behaviour, especially about Islam among villagers. The position of the Literacy House as a non-formal literacy center, along with a perspective that respects local values, has strengthened the relevance of the program, increasing citizens' participation and ownership of literacy activities, especially about Islam. However, challenges such as limited facilities and accessibility still exist. This can be done by adding book collections, especially religious books and technological support. The Literacy House has great potential to continue to increase reading interest, strengthen the culture of religious literacy, and contribute more significantly to the intellectual development and religiosity of the community.

The Sidoharjo Village Literacy House has succeeded in increasing people's interest in reading through various effective strategies. Key supporting factors include community needs surveys, collaboration with local publishers, structured selection of reading materials, improved library facilities, and interactive activities such as book clubs and story sessions. Regular evaluations and visitor feedback also play an important role in improving library services. However, there are several inhibiting factors, such as lack of public awareness of the benefits of reading, limited book collections, and literacy education that is not optimal. In addition, budget limitations, inadequate procurement of reading materials, and inadequate technological infrastructure are also obstacles. Fundraising efforts and cooperation with publishers and donor institutions are needed to overcome this challenge and continue to advance reading interest in Sidoharjo Village.

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