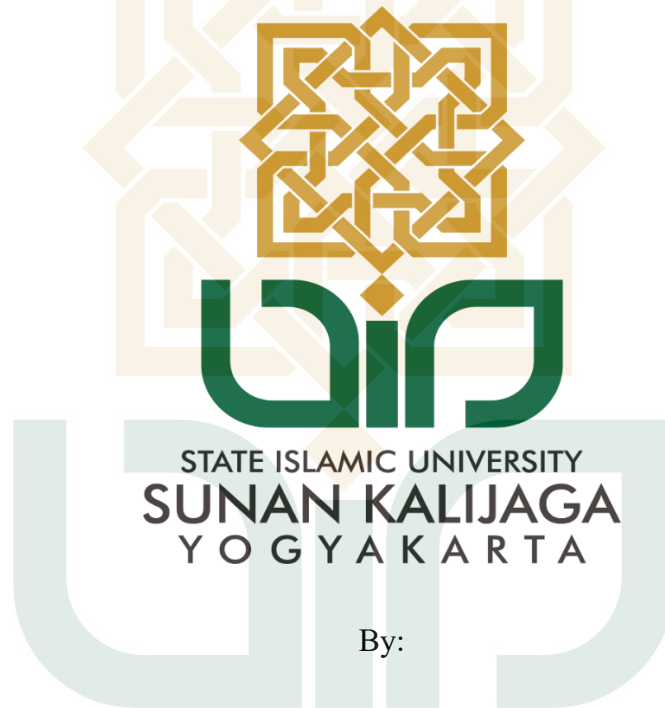


**The Role of TBM Rumah Asa in Growing Science Literacy of Karangkajen
Science Village Community, Yogyakarta City**

Sunan Kalijaga State Islamic University, Yogyakarta, to Fulfill One of the
Requirements in Obtaining a Bachelor's Degree in Library Science



By:

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LIBRARY SCIENCE STUDY PROGRAM

FACULTY OF ADAB AND CULTURE

STATE ISLAMIC UNIVERSITY OF SUNAN KALIJAGA

YOGYAKARTA

2025

VALIDITY SHEET



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Assalamualaikum Wr. Wb.

After reading, correcting and suggesting improvements as necessary, I as a supervisor am of the opinion that your thesis:

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can be used as one of the requirements to obtain a first degree in the Library Science Study Program, Faculty of Adab and Cultural Sciences, UIN Sunan Kalijaga Yogyakarta. Based on what you mentioned, I hope that your thesis above can be immediately approved and heard in *munagasyah*.

For the attention, gratitude is expressed

Wassalamu'alaikum Wr. Wb.

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MOTTO

"Everything that is beautiful does not have to be intact, and not everything that is cracked means failure, as long as we keep trying and praying, something beautiful will come to us in the future."



OFFERING

I dedicate this thesis to:

Beloved family

(Mr. Samsul, Mrs. Lidia, Grandma Iyah, Grandpa Miskan, Alm. Grandpa Manidin, Alm. Grandma Sumiyati, Younger Sister Iis, and Younger Brother Zabdan)

Who always prays, provides motivation, support, encouragement, and assistance for the smooth running of the lectures.

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The Yaumig Al-Qur'an Education Park (TPA), the Al-Inayah Al-Qur'an Education Park, the Yogyakarta Branch of the Indonesian Orphan Friends Foundation, the Yogyakarta Regional Representative Council of the Bata-Bata Student Association (IMABA), the 2021 Library Science Class, and friends from the 114 Gunung Kukusan Hargorejo Kulon Progo Community Service Program, who have accompanied the researcher throughout the process and struggle during the lecture.

Library Science Study Program

Sunan Kalijaga State Islamic University Campus

ESSENCE

THE ROLE OF TBM RUMAH ASA IN GROWING SCIENCE LITERACY IN KARANGKAJEN SCIENCE VILLAGE COMMUNITY, YOGYAKARTA CITY

By:

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TBM Rumah Asa is a non-profit social organization that, in addition to providing access to information sources through reading materials for the Karangkajen community, actively organizes science-based activities and programs. This research aims to identify the role of TBM Rumah Asa in growing scientific literacy among the community in Karangkajen Village, Yogyakarta City. This research uses a qualitative method with a case study approach. The informant selection technique used a purposive sampling technique, with a total of 4 people including the manager as the primary source and several community members as supporting data sources who met the following requirements: 1) having been involved in science activities, 2) having accessed information sources at the Rumah Asa Community Learning Center, 3) being community leaders. The data collection techniques employed in this study included interviews, observation, and documentation. Data validity testing was conducted using the following methods: credibility test, transferability test, dependability test, and confirmability test. Data analysis was conducted by reducing, verifying, and drawing conclusions that drew inspiration from PISA for the research work. The results of this study indicate that the community in Karangkajen Science Village plays a role as a facilitator, educator, and innovator in promoting scientific literacy. In PISA, the role of TBM Rumah Asa is as a facilitator: 1) Context, TBM provides access and means of activity; 2) Knowledge, ensures participants have the opportunity to learn directly; 3) Competence, encourages active participation; 4) Science Identity, creates an inclusive environment. As an educator, 1) Context, delivers material; 2) Knowledge, provides explanations of relevant scientific concepts; 3) Competence, trains participants' skills; 3) Science Identity, builds self-confidence. As an Innovator based on PISA, namely: 1) Context, developing activity formats; 2) Knowledge, presenting new learning methods; 3) Competence, refining learning techniques; 4) Science identity, inspiring participants to become agents of change and creators of new science ideas that are relevant to environmental or social problems around them.

Keywords: TBM, Rumah Asa, Science Literacy, Information

FOREWORD

Praise be to Allah SWT, who has allowed me to complete this final assignment and has always given smoothness to all the efforts I made during my research. Salawat and greetings are always given to the Prophet Muhammad SAW, who has opened a bright path with the blessings of Islam, faith, and ihsan.

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3. Muhammad Ainul Yaqin, S.Pd. M. Ed. As Head of the Library Science Program, Faculty of Adab and Cultural Science, Sunan Kalijaga State Islamic University, Yogyakarta.
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CHAPTER I

INTRODUCTION

1.1 Background

In recent years, it has been widely recognized that the government has implemented several positive initiatives to support the optimization of education in Indonesia. However, educational equity remains a serious problem in most regions, both rural and urban, in Indonesia.

As is known, supporting equitable education requires a high level of accessibility and community participation in schools and the completion of educational attainment. In this regard, based on existing research data from the Ministry of Education and Culture website (Perdana, 2024), there are several factors that hinder accessibility, participation rates, and completion of education in Indonesia.

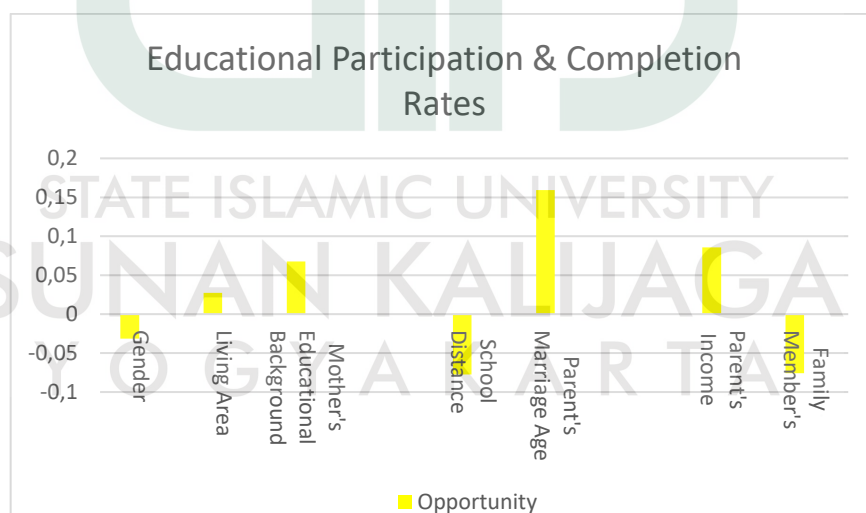


Figure 1. Indonesian Education Participation & Completion Rates

Source: Ministry of Education and Culture 2024

It is known that the total number of schools in Indonesia reaches 220 thousand, with details of 148,758 Elementary Schools, 42,548 Middle Schools, 14,445 High Schools, and 14,252 Vocational Schools. (Directorate of People's Welfare Statistics, 2024, p. 13). Regarding the Gross Participation Rate, Elementary Schools reached a value of 104.82, and decreased at the next level, namely Junior High School at 92.21, and Senior High School at 87.29. (Central Statistics Agency, 2024).

NILAI PARTISIPASI

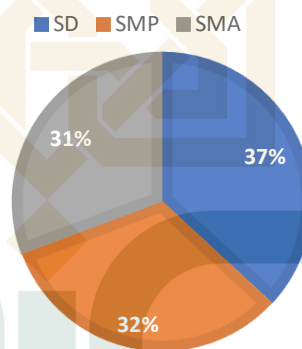


Figure 2. School Gross Participation Score

Source: Central Statistics Agency, 2024.

Based on this data, there has been a decline in continuing to higher levels, resulting in an educational gap. However, it is important to remember that, even if the principle of educational equality in Indonesia is considered good, through high educational accessibility, high school participation rates, and high educational completion rates, it still cannot guarantee the interest and quality of knowledge in Indonesia, especially with the current state of education that still needs to be improved. Therefore, to minimize this, efforts are needed to increase

interest and develop the quality of knowledge, as has been done by the government. Where it has initiated a program to support the Human Development Index (HDI) in a region, one of which is the design of the Literacy Village and Science Village programs throughout Indonesia.

Essentially, the Literacy Village, or even the Science Village, is a project by the Directorate of Literacy & Equality Development under the Ministry of Education & Culture, which is a derivative of the National Literacy Movement program, specifically the Community Literacy Movement or *Gerakan Literasi Masyarakat* (GLM). The Community Literacy Movement or GLM was initiated by the government to eradicate the meaning of literacy, which is often associated only with literacy or reading and writing. The GLM was formed to encompass literacy in all aspects, which is divided into six basic literacies, including: literacy in reading and writing, literacy in numeracy, scientific literacy, financial literacy, information and communication technology (ICT) literacy, and cultural and civic literacy, where these six literacies are included in the Literacy Village program (Ministry of Education and Culture, 2024).

However, the program currently receiving attention is the Science Village program, a follow-up to the Literacy Village program that has been intensively implemented for several years. According to Very, data on the number of Literacy Villages in Indonesia is available in Hutri Agustino's journal. (2019, p. 144). There are 83 Literacy Villages. Regarding Science Villages, according to preliminary data, only five are listed as Science Villages. Four of these villages are listed according to the Indonesian Information Portal (2021), located in West

Java Province (Sumedang, Garut, Ciamis, and Purwakarta). One of them, located in the Special Region of Yogyakarta Province, has been officially designated by the Ministry of Education and Culture as the Karangkajen Science Village. (UAD Main News, 2017).

Inaugurated in 2017, the Karangkajen Science Village is a village located in Brontokusuman Village, Mergangsan District, Yogyakarta City, which organizes science-based activities such as science corners, ecoprinting, and so on. Interestingly, in all the science-based activities in Karangkajen, there is the empowerment of the Community Reading Garden, called TBM Rumah Asa, as a forum for implementing these activities, which has become a source of pride for the surrounding community.

According to Ardiansyah et al.(2021, p. 45), Community Reading Park (TBM) is one of the educational services that can be utilized by the community in developing and improving reading culture. Therefore, Community Reading Park basically positions itself as a strategic role center in supporting the interests and culture of community learning, replacing formal institutions such as schools and others. In addition, Community Reading Park is a manifestation of the treasury of the 1945 Constitution, namely "enlightening the life of the nation" through the characteristics of its services that are oriented towards community social learning, increasing reading interest, and flexibility in accessing information. Where relation to this, observations from researchers through the social media Instagram of Karangkajen Science Village also apply to TBM

Rumah Asa in order to foster the interest and knowledge of the Karangkajen community towards science through the activities held.

Regarding the relationship between TBM and scientific literacy, as is known, the background to the formation of a TBM is as a manifestation or embodiment of the National Literacy Movement.(Simbolon, 2023, p. 720), In this case, the contextualization of the meaning of literacy has quite broad implications. According to the Ministry of Education and Culture(Trimansyah, 2019, p. 3), the master design of the National Literacy Movement literacy includes six literacy skills that every individual must have, namely, reading and writing literacy, numeracy literacy, science literacy, digital literacy, financial literacy, and civic cultural literacy.

The naming of Karangkajen as a science village and TBM Rumah Asa as a place for science-based activities is an important point in raising this research, where this started from the researcher's anxiety over the naming of Karangkajen village as a Science Village whether it has guaranteed the insight and knowledge of science in the Karangkajen community (science literacy) and whether the empowerment of TBM Rumah Asa as a place for organizing science-based activities can have a role in growing science literacy in the Karangkajen community.

Furthermore, based on their contextual meanings, science villages and scientific literacy have different meanings, despite their shared goal of disseminating scientific knowledge to the community. The difference lies in the fact that science villages serve as engaging and interactive scientific practice

areas, while scientific literacy is the concept of understanding and applying scientific concepts in everyday life through reading, writing, scientific discussions, and so on. Regarding the management and services of TBM, it is known that data on TBM in Indonesia, according to the official website of the Indonesian TBM Forum, totals 3,538. (Indonesian TBM Forum, 2025.) Meanwhile, TBM data in the Special Region of Yogyakarta province totals 301 (Astuti, 2017).

However, based on the researcher's research through various articles and newspapers, there are several TBM in Yogyakarta that have become the center of attention with their innovative activities in fostering literacy in the community. But in the end, the researcher found a TBM that has a significant impact on the lives of the surrounding community, especially in the growth of community literacy, named TBM Rumah Asa, located in a village that is squeezed by the middle of the city, namely Karangajen through its activities such as "Book Fair" and "Kampung Sains" program. The existence of TBM Rumah Asa is not only a reference for other TBMs but also for communities outside the village, including educational practitioners.

TBM Rumah Asa is a non-profit social institution that, in addition to providing access to information sources through reading materials, also serves as a place for social activities for the Karangajen community. Since its establishment, TBM Rumah Asa has consistently increased its literacy campaign for reading house members, with the latest increase in the number of members in 2014 reaching 1,688, with 30% of members coming from

PAUD/TK, 20% from SD & SLTP, 35% from teenagers to higher education, and 15% from the elderly. (Hayati, 2020, p. 59).

In its travel notes, TBM Rumah Asa actively organizes activities including Parenting Classes, Lifeskills Training, and Quilling. As for science-based activities, it is noted that there is a science corner consisting of Eco Print, Kitchen Science, and Water Rocket programs. Based on the essence of the activities organized by TBM Rumah Asa, which include scientific literacy, the researcher is interested in raising this research topic.

Meanwhile, in research related to the context of scientific literacy, researchers found a specific guideline commonly used as a reference for measuring scientific achievement or ability, which is commonly applied to 15-year-old students. According to Hewi & Shaleh (2020, p. 64), PISA is a program for international student assessment, which is a program to measure the achievements of 15-year-old children in the fields of mathematics, science, and reading literacy. Although in the context of this research, there are different variables to be used as benchmarks between student competencies and the role of TBM itself, the researcher only uses PISA as inspiration rather than a framework in the research to be used as a reference, not as a benchmark guideline through its indicators.

Thus, the researcher is interested in raising this research to see the extent of the role of TBM Rumah Asa in Karangkajen Science Village in supporting and growing Science Literacy in the community, so that through this research, it can be expected to contribute to the development of an effective TBM management

model in socializing to the stage of increasing science literacy, as well as being a reference for policy makers, education practitioners, and communities who want to develop similar programs.

1.2. Problem Formulation

- 1.2.1. What is the role of TBM Rumah Asa in growing scientific literacy among the community in Karangkajen Village, Yogyakarta City?

1.3. Research Objectives

- 1.3.1. To determine the extent of the role of TBM Rumah Asa in Growing scientific literacy in the community in Karangkajen Village, Yogyakarta City.

1.4. Benefits of research

- 1.4.1. Providing policy recommendations related to the development of services and collections in improving information science literacy in TBM.
- 1.4.2. Recommend to TBM managers, education practitioners, librarians, and communities in improving the quality of information services they provide.

1.5. Writing Systematics

To simplify the preparation of the systematic writing, it is divided into 3 chapters, namely:

CHAPTER I INTRODUCTION

Chapter I, Introduction, contains the research background, problem formulation, research objectives, research benefits, and writing systematics.

CHAPTER II LITERATURE REVIEW AND THEORETICAL BASIS

Next, Chapter II discusses the Literature Review and Theoretical Basis.

CHAPTER III RESEARCH METHODS

Chapter III explains the types of research methods used, research subjects and objects, time and place of research, data collection methods, data analysis, and data validation.

CHAPTER IV DISCUSSION

Chapter IV explains the process and results of the research that has been carried out through the analysis that has been carried out.

CHAPTER V CLOSING

In Chapter V, summarize the results of the discussion points by simplifying them briefly, consisting of research conclusions and suggestions.

CHAPTER V

CLOSING

5.1. Conclusion

The research results show that the TBM Rumah Asa plays a role as a facilitator, educator, and innovator in growing scientific literacy in the Karangkajen Science Village Community in Yogyakarta City. This is achieved through innovative and enjoyable activities such as the "Karangkajen Science Village" and the "Science Corner."

1. The role of TBM Rumah Asa as a facilitator based on PISA, namely: 1) Context, providing access and facilities for activities, including TBM space, equipment, leaf materials from Farmer Groups, learning media; 2) Knowledge, ensuring participants have the opportunity to learn directly through practice, mentoring, and group discussions; 3) Competence, encouraging active participation, guiding practice directly; 4) Science Identity, creating an inclusive environment that motivates collaboration between generations (teenagers, mothers, farmer groups) to engage in science activities.
2. The role of TBM Rumah Asa as an educator based on PISA, including: 1) Context, delivering material and linking activities to the daily lives of the community; 2) Knowledge, providing explanations of scientific concepts in simple and relevant language; 3) Competence, training participants' skills to observe, identify problems, and conduct experiments

systematically; 3) Science identity, forming a sense of confidence that science can be learned by all groups.

3. The role of TBM Rumah Asa as an Innovator based on PISA, namely: 1) Context, developing unique activity formats, such as modifying environmentally friendly ecoprint methods; 2) Knowledge, presenting new methods or tools that make learning more interesting; 3) Competence, refining learning techniques so that participants can try new experimental variations; 4) Science identity, inspiring participants to become agents of change and creators of new science ideas that are relevant to environmental or social problems around them.

5.2. Suggestions

Based on the results of the study "The Role of TBM Rumah Asa in Growing Community Science Literacy in the Karangkajen Science Village, Yogyakarta City", the researcher provides recommendations to TBM Rumah Asa so that they can be consistent and optimal in carrying out their role in growing the science literacy of the Karangkajen community as a whole, including:

1. Among the planning, organizing, and so on, in the management concept at TBM Rumah Asa. Researchers suggest several things that must be improved and considered as future considerations, especially in the organizing and mobilizing sections. First, in organizing, TBM Rumah Asa must as much as possible to organize a good organization by appointing individuals from the surrounding community or outside who are active in activities at TBM Rumah Asa, especially someone who is active in visiting

and utilizing information sources at TBM Rumah Asa so that TBM and its activities can run optimally and the existence of an organizational structure is not just a mere formality. Second, in mobilizing, TBM Rumah Asa must consider how access to scientific information and scientific activities in the Karangkajen community can be evenly distributed, namely by not only making information about TBM science activities on social media indirectly but also by disseminating information directly such as by providing brochures or invitations regarding activities to be held to local community leaders and conducting pre-activity socialization to the surrounding community.

2. In the concept of information services, TBM Rumah Asa must consider how the public can obtain access to scientific knowledge flexibly and more openly, for example, by opening TBM visiting hours every day at full-time.
3. TBM Rumah Asa must be responsive in responding to scientific issues from the surrounding environment by holding activities not only to help provide solutions but also as a response to scientific facts and phenomena that occur in the surrounding environment.
4. In carrying out each of its activities, TBM Rumah Asa refers as much as possible to clear sources of information, whether in the form of theories obtained from figures, books, or research results, and so on, so that the value of the information provided and obtained by the community becomes more credible.

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