

Strengthening Environmental Literacy Through Digital Reading Corners in the Kedunglurah Village Community

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Abstract

Purpose: This study analyzes the effectiveness of the Digital Reading Corner (POCADI) in increasing reading interest in Kedunglurah Village, Pogalan District, Trenggalek Regency. The problem addressed is the low interest in reading among rural communities caused by limited access to quality reading materials and the absence of technology-based literacy facilities.

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Method: The method used in this research is Participatory Action Research. PAR (Participatory Action Research) is a collaborative research approach that emphasizes the direct and active involvement of participants throughout the research process. This method aims to empower communities by involving them in the process of identifying problems, formulating solutions, and implementing actions to address them.

Keyword

*Digital Literacy;
Reading Corner;
Environmental Education;
Reading Interest;*

Practical Applications: POCADI effectively enhances reading interest by providing practical access to digital materials, familiarizing youth with technology, and fostering a sustainable literacy culture. It also integrates environmental education, encouraging awareness of cleanliness and waste management. Additional benefits include cost efficiency, improved human resources, and potential replication in other villages.

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Conclusion: Despite challenges such as limited devices, low digital literacy, and weak promotion, POCADI has proven effective in transforming rural literacy and strengthening community awareness of environmental sustainability.



Introduction

Reading interest among rural communities is still relatively low compared to urban communities, primarily due to limited access to quality reading materials and a lack of literacy facilities that are in line with current developments. According to UNESCO data published on the official website of Radio Republik Indonesia, interest in reading books in Indonesia is still considered very low. In fact, UNESCO states that the Indonesian reading interest index is only 0.001%, meaning that out of every 1,000 Indonesians, only one is an avid reader (Prabowo & Ilyas, 2021). Based on data from the Central Statistics Agency, it shows that the reading interest rate in Indonesia in 2024 will be at 72.44%. Rural communities tend to have low levels of reading interest, while urban communities have high levels of literacy and digital literacy (Akbar & Wijaya, 2024). This reflects the impact on communities, particularly in rural areas, where the majority do not yet have a reading habit as part of their daily activities.

Digital literacy is a person's ability to utilize, understand, evaluate, and engage effectively in a digital environment. Digital literacy is now a necessity for all levels of society, including rural communities, which require information as a foundation for digital literacy (Sparks et al., 2016). Each individual's information needs are unique, triggering information-seeking activities as part of fulfilling their literacy needs. However, the mere presence of technology in rural communities is insufficient to identify and provide information tailored to their needs, and people are sometimes easily swayed by unverified news. The information the public needs isn't just about economic, social, political, or cultural matters, but also the environment (Turyszhanova & Zhaksybaeva, 2018). Environmental education is crucial, yet often overlooked as a trivial matter. Environmental education is a key focus of discussion because the environment is a crucial issue that directly impacts people every day.

Environmental education is crucial in Kedunglurah Village, as some residents still dispose of waste along the riverbanks, even directly into the river. This practice not only pollutes the environment but also poses a risk of flooding due to blocked waterways and reduces the health of residents living near the river. This situation indicates that public awareness of the long-term impacts of waste management is still low, necessitating appropriate measures to educate them on the importance of maintaining a clean environment and preserving the surrounding natural environment. Through environmental education, the residents of Kedunglurah Village can be encouraged to adopt more environmentally friendly lifestyles, such as sorting waste, reusing household waste, and processing organic waste into compost

for agricultural purposes. Thus, environmental education not only serves to change the negative behavior of littering but also provides productive solutions that can improve the quality of life while maintaining the sustainability of the village ecosystem.

Kedunglurah Village, Pogalan District, Trenggalek Regency, is a village with high human resource potential, but it is not yet fully supported by adequate literacy infrastructure. Therefore, innovation that utilizes technology is needed to encourage the growth of a reading culture in the community. One strategic step that can be taken is the introduction of the Digital Reading Corner (POCADI), a literacy space concept that not only provides a collection of reading materials in the form of printed books and e-books, but also supports information and communication technology (ICT) facilities such as computers, tablets, and smart TV (Mulianti et al., 2023a). Meanwhile, the Digital Reading Corner, part of the community service program, is a flagship program transforming literacy spaces from conventional to digital, supported by technology such as e-books, PowerPoint presentations, and various materials hosted in a single digital link. The goal of the digital corner is to create a generation that is sensitive to environmental conditions, broaden its environmental knowledge, and support the development of a culture of literacy through the formation of reading habits and adaptation to advances in information technology (Mankovski et al., 1978).

According to research conducted by Imam Sucahyo et al. Also found that the Digital Reading Corner innovation implemented by the Probolinggo City Library and Archives Service had a positive and significant impact on increasing public interest in reading in public libraries. The more optimal the implementation and quality of POCADI, the greater its impact in encouraging reading interest (Sucahyo et al., 2024a). Research by Dicky Mahendra Pangestu and Arin Prajawinanti also explains that the use of the Digital Reading Corner as a medium for increasing digital literacy at the Batu City Library and Archives Service has been proven to have a positive impact on users in the four main aspects put forward by Bawden, namely basic digital literacy skills, basic understanding of information knowledge, mastery of core competencies in the field of ICT, and the formation of attitudes and perspectives in utilizing information (Pangestu & Prajawinanti, 2025). The difference between the Kedunglurah Village Digital Reading Corner program and previous research lies in its focus and implementation methods. While previous research focused more on improving digital literacy in general, this program presents a novelty with a focus on environmental education aligned with village issues, particularly waste. Furthermore,

the reading corner materials are not just general e-books, but contain environmental education content, and are easily accessible through QR codes at the village hall. This makes the program more relevant, applicable, and easily accessible to the community anywhere and anytime. Therefore, the community service program in the form of the Digital Reading Corner in Kedunglurah Village is expected to increase reading interest and literacy in the community while also being part of environmental conservation efforts through engaging and relevant digital education for the community.

Method

The method used in this research is *Participatory Action Research* (PAR). PAR is a collaborative research approach that emphasizes the direct and active involvement of participants throughout the research process. This method aims to empower communities by involving them in the process of identifying problems, formulating solutions, and implementing actions to address them (Huang et al., 2022). The PAR method involves a process starting with planning, which is the initial stage before the action begins. Second, implementing the action (acting) is the process of carrying out the previously prepared plan. Third, observing is conducted to monitor and record the progress of the activity. Fourth, reflecting is the activity of evaluating the actions that have been taken. At each stage, active and maximum community involvement is crucial (Havelková & Jančařík, 2021). This community service research involved several key participants, including village officials, including the Kedunglurah Village Head and the hamlet heads of each sub-district. These key individuals played a role in planning and decision-making regarding the implementation of the Digital Reading Corner program.

Data Collection Technique

The research data collection technique used observation and interview techniques. The observation technique was carried out by observing and observing community interaction patterns. Observations were carried out by directly observing community interactions with the QR Code poster placed on the village hall bulletin board. Aspects observed included the extent to which residents paid attention to the poster, the number of times they scanned the QR Code using their smartphones, and the frequency of visits to the village hall to access the Digital Reading Corner (Still et

al., 2024). Meanwhile, interviews were conducted with village officials regarding the benefits of the Digital Reading Corner in increasing environmental literacy and awareness, as well as the perceived obstacles in accessing and utilizing the program. In the evaluation stage, the team involved village officials, community representatives from WhatsApp groups, and the KKN team. Discussions focused on evaluating program implementation, obstacles and community involvement, as well as suggestions for strategies for developing the Digital Reading Corner.

Discussion

After the data was collected, it was analyzed in-depth based on observations, interviews, and discussions regarding perceived benefits, implementation methods, challenges encountered, and community suggestions and input for the program.

The steps taken by researchers to implement the Digital Reading Corner included:

1. Planning Stage

In the initial planning stage, a team involving the education division conducted field observations and coordinated directly with the Village Head and Hamlet Head in Kedunglurah regarding the planned creation of a Digital Reading Corner. The team from the education division then began to identify residents' reading interests and information needs through this coordination. Based on field observations, the results showed that in Kedunglurah Village itself there was no Digital Reading Corner or library that facilitated various reading materials, whether general reading books or reading materials on environmental education. Furthermore, the majority of residents and teenagers had little interest in reading. Based on the field facts obtained, this motivated the Kedunglurah Village Community Service Team, especially from the Education Division, to initiate the creation of a Digital Reading Corner in the hope that reading interest and environmental awareness would improve, especially for the community, in a more practical way with digital access. After conducting observations and coordination, the team finally decided that the Digital Reading Corner design would later be placed in the Kedunglurah Village Hall.

2. Implementation Stage (Action)

During the implementation phase, the team began by preparing reading and educational materials for approximately one week. The education division team

collected e-books, guides, and several engaging PowerPoint presentations on general literacy and waste management. All of these materials were stored in Google Drive and linked with a barcode or QR code, allowing residents to access them simply by scanning the code through Google Lens on their mobile devices. This method proved effective because it was easy to use and inexpensive. This way, residents could read anytime without having to go to the library. This program was certainly new, so public promotion was necessary. To attract public interest, the team created an attractive and informative poster containing information about the digital reading corner and a QR code to access the materials. After a lengthy process, the team placed the poster on the village office bulletin board. This location was chosen because it is frequently seen and visited by residents. The team also provided guidance on how to access the Digital Reading Corner link. The poster installation for the Digital Reading Corner took place on July 26, 2024.

3. Promotion Stage

At this stage, promotion was carried out by distributing the Digital Reading Corner link to the community. This promotion was intended to capture public enthusiasm so that they were aware of the existence of a Digital Reading Corner initiated by KKN students. In this promotional stage, the main target was village officials to disseminate it to the general public in Kedunglurah Village, both in person and online. Directly, it was carried out when the community visited the village hall and involved community leaders and village officials. Second, through the village WhatsApp group by sharing a link and a brief explanation of how to access the Digital Reading Corner. This promotion was chosen because almost all residents have used WhatsApp as a means of communication every day.

4. Evaluation Stage (Reflection)

The final stage of the evaluation was conducted through discussions and outreach with the community, disseminating information about the Digital Reading Corner to the community, and soliciting feedback on the perceived benefits of the Digital Reading Corner via WhatsApp and in person. The evaluation and discussion were conducted by collecting feedback via WhatsApp, which had been disseminated through WhatsApp groups established by hamlet (Roy et al., 2021).

Results and Discussion

Implementation of the Digital Reading Corner Program

The Digital Reading Corner (POCADI) is a literacy space that offers a diverse collection of reading materials, both printed and digital, or e-books. POCADI's development includes pop-up devices and an application that serves as a promotional tool for activities and provides access to e-books, audio, and video. This innovation is designed to make it easier for the public to access information (Suchayo et al., 2024b). The Digital Reading Corner is one of the community service programs initiated by the Kedunglurah Village KKN Education Division which was carried out on July 26, 2024. This activity involved the Kedunglurah Village KKN Education Division, the community, and local Kedunglurah village community leaders, namely the Head of Brongkah Wetan Hamlet. The placement of the Digital Reading Corner is located in the Kedunglurah village hall. The main focus of this program is to increase public interest in reading and literacy and provide education about the environment through educational and informative digital access. It is hoped that the Digital Reading Corner can be a means of increasing public interest in reading, especially in environmental aspects (Pangestu & Prajawinanti, 2025). The Digital Reading Corner contains various digital reading materials in the form of e-books, infographics, and environmental education presentations (for example, how to manage and recycle waste, tree planting education, utilization of organic waste, and others).

The material is uploaded to Google Drive and accessed via a QR Code attached to a poster on the village hall wall. This program was socialized through posters and direct information dissemination by village officials when residents visited the village hall and through the local WhatsApp group (Jailobaev et al., 2021). The program explicitly sought to introduce new alternatives for accessing literacy, but also emphasized the importance of environmental awareness, particularly regarding the ongoing waste problem around the river. Based on observations made by the community, especially among teenagers and schoolchildren, it was clear that they were already familiar with using QR codes to read the provided digital reading materials (Hartawan et al., 2024). Discussions and interviews with the Village Head, Hamlet Head, and several residents revealed that the majority of residents found the program beneficial because it broadened their knowledge. Some residents also admitted that this was their first time trying to read an e-book on their mobile phones. Furthermore, casual conversations in the village WhatsApp group demonstrated community interest in the topic of household waste management. This indicates that

the Digital Reading Corner is beginning to successfully foster reading habits, although not yet widespread.

Obstacles to Implementing the Digital Reading Corner Program

The implementation of this program has generally received a positive response from the community. However, several obstacles remain. These obstacles include: First, not all residents have smartphones capable of accessing QR codes and sufficient internet data to access digital reading materials. This is because people typically rely on home Wi-Fi networks. Second, digital literacy in some communities, especially the elderly, is still low, requiring mentoring from younger generations. Third, limited outreach to the community has resulted in information about the reading corner not fully reaching all villagers and only being known to a small portion of the community. One village official, the Village Head, said, “It would be better if it were shared in large RT and RW groups so that more people could scan it.” Furthermore, it turns out that even after outreach, some residents are still unaware of the program due to inadequate promotion, either due to limited staff or other factors such as time. These obstacles demonstrate that the success of digital literacy in villages is greatly influenced by the availability of facilities, the community’s ability to use digital technology such as mobile phones, and effective information delivery methods (Lestari et al., 2025).

The Effectiveness of Digital Reading Corners in Increasing Reading Interest in Kedunglurah Village

The Digital Reading Corner in Kedunglurah Village has proven to be a new innovation to address the low reading interest of the community, which was previously hampered by the limited availability of physical books and a low reading culture. Through the use of QR Codes placed in the village hall, residents can quickly access various digital reading materials via smartphones without having to rely on a physical library. This makes access to reading easier, more practical, and in line with today’s information consumption patterns. Furthermore, this program encourages the local community to actively participate in community literacy activities. Observations showed that some residents have begun using QR Codes to read e-books and environmental education modules. The distribution of materials through the village WhatsApp group also encouraged discussions or simply the exchange of experiences

regarding household waste management. This means that the reading corner not only increases reading intensity but also changes the way people interact with information, from passive to more active.

The effectiveness of the Digital Reading Corner program is also driven by an effective and efficient promotional strategy, combining direct promotion with physical posters and digital information dissemination via WhatsApp. This way, people unfamiliar with technology can still access it, while those who are digitally literate can immediately utilize this facility. Therefore, the effectiveness of the Digital Reading Corner in Kedunglurah can be seen in three main aspects:

1. There is an increase in ease of access to reading for the public. Empirical studies on reading corners and digital reading services show that their presence increases the ease of access to reading materials for the public, by decentralizing collections from the main library and, in digital formats, allowing people to obtain books and information more flexibly (Dewanti & Riady, 2024).
2. Increasing community participation in literacy and reading interest. Studies on community reading gardens, community-based literacy programs, and reading parks demonstrate that increasing community participation in literacy activities is closely linked to higher reading interest and improved literacy outcomes (Ervina Septianingsih et al., 2025).
3. The connection between literacy and environmental education is the main problem. although environmental literacy is crucial to understanding and solving environmental issues, its implementation in schools faces many obstacles, including theoretical teaching, lack of practical activities, and low student interest (Prasetiyo et al., 2024).

These results align with previous research, which emphasized that digital literacy can be a solution for increasing reading interest, a success heavily influenced by adequate infrastructure and the community's capacity to use technology. The difference is that the program implemented in Kedunglurah presents a novelty in the form of a focus on environmental literacy that is closely aligned with community needs and has begun implementing QR Codes at the village hall as a means of distributing digital reading materials. The Digital Reading Corner program has also generated a positive and positive response from the community, gradually increasing reading interest and environmental awareness (Mulianti et al., 2023b). The existence of this reading corner will facilitate access to reading materials on how to protect the

environment, allowing the community to access them anytime and anywhere.

This can foster good reading habits in an era of rapid technological development, ultimately making reading a necessity. Every work program inevitably faces obstacles in its implementation, and this reading corner is no exception (Romadlona & Suhartono, 2025). While it can be considered successful, several challenges can be highlighted, such as public insensitivity to digital technology, which hinders the positive impacts that should be immediately reaped, and a lack of public outreach. Furthermore, visible obstacles, such as the posters distributed widely to residents, are hampered by the inability to access them, thus preventing any positive impacts.

Conclusion

The Digital Reading Corner program in Kedunglurah Village is a new innovation in increasing reading interest and fostering environmental awareness among rural communities. Through the use of QR codes, residents can access various digital reading materials easily and practically without having to rely on physical libraries. The program's implementation has shown increased community participation in digital literacy, especially among young people, as well as a growing attention to environmental issues, particularly household waste management. However, challenges such as limited devices, low digital literacy among some residents, and suboptimal promotion remain obstacles that require attention for the program's sustainability. Overall, the Digital Reading Corner program has proven effective and has made a positive contribution to the transformation of village community literacy based on environmental education.

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