

A Community-Based Reading House Program to Enhance Reading and Writing Literacy among Elementary School Children in Nagari Gurun

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Abstract. Low levels of reading and writing literacy among children remain evident in Nagari Gurun, Jorong Luak Gadang, Sungai Tarab District, both in formal school learning activities and in everyday life. In response to this condition, the community service team designed and implemented a Reading House program as an effort to strengthen literacy skills among elementary school children. This program employed a descriptive qualitative approach and was conducted through three main stages: planning, implementation, and monitoring. The program was carried out over a three-month period and involved 50 children, consisting of 31 girls and 19 boys, ranging in age from under seven to over thirteen years old. Data were collected through observation, interviews, and documentation. The results indicate a notable improvement in children's reading and writing abilities, as reflected in increased reading fluency, better comprehension of simple texts, and enhanced ability to write short, coherent sentences. These improvements were evidenced through observations of learning activities, mentoring records, and comparisons between participants' initial and final literacy skills. In addition, the program successfully fostered children's interest in reading and learning motivation through the provision of reading materials, guided learning sessions, educational games, and interactive discussions. Overall, the community-based Reading House program proved to be an effective educational strategy for improving basic literacy skills and fostering a more literate learning environment in Nagari Gurun, Jorong Luak Gadang.

Keywords: reading house; literacy; community service.

1. Introduction

A Reading House is a form of community-based non-formal education that plays an important role in supporting the development of children's literacy skills, particularly reading and writing. Ideally, a reading house functions as a conducive learning space that fosters reading interest and assists children in acquiring basic literacy skills in a gradual and sustainable manner. In addition, reading houses serve as a community empowerment strategy to prevent literacy gaps from an early age through active engagement of the surrounding social environment (Ramadhani & Saputra, 2023). Through various literacy-oriented activities, reading houses are expected to contribute to the formation of children who possess strong moral values, religious awareness, and

adequate reading and writing competencies (Suharti et al., 2020). This objective aligns with Law No. 23 of 2002 on Child Protection, which affirms that every child has the right to receive education and instruction to support personal development in accordance with their interests, talents, and intellectual capacities. Therefore, a reading house does not merely provide an immediate solution to literacy problems but also equips the community with the capacity to manage, sustain, and take ownership of efforts to improve children's reading and writing skills (Iryana Muhammad & Mutia Fonna, 2023). In this regard, the presence of a Reading House as an initiative to enhance children's literacy in Nagari Gurun, Jorong Luak Gadang, Sungai Tarab District, is both essential and highly relevant.

However, this ideal condition has not yet been fully realized in Nagari Gurun, Jorong Luak Gadang, Sungai Tarab District. Based on preliminary observations, it was found that among approximately 50 children involved in Reading House activities, a significant proportion were unable to read fluently, struggled to recognize letters and construct words, and experienced difficulty in comprehending simple texts. In terms of writing skills, several children were not yet able to produce short, coherent sentences and demonstrated low learning motivation when engaging in literacy activities without direct assistance. These findings were reinforced by information from local schools indicating that some students still exhibited reading and writing skills below the expected level for elementary education.

The main problems identified in this context include: (1) low reading fluency and limited reading comprehension, (2) inadequate basic writing skills, and (3) low levels of interest and motivation toward literacy activities outside school hours. This situation reflects a clear gap between the expected mastery of basic literacy skills and the empirical conditions observed in the field. If left unaddressed, this gap may hinder children's academic development and undermine their self-confidence (Sulaiman et al., 2022).

Unlike previous literacy initiatives that tended to be incidental or focused primarily on the provision of reading materials, this community service program was designed as a structured literacy mentoring initiative implemented through systematic stages of planning, implementation, and monitoring (Ikhsan et al., 2024). The Reading House program aims to improve children's reading fluency, reading comprehension, and basic writing skills, while simultaneously fostering reading interest and creating a community-based literate learning environment in Nagari Gurun, Jorong Luak Gadang, Sungai Tarab District.

In practice, many children in rural communities have not yet achieved optimal development of reading and writing skills (Widyawati et al., 2022). One of the most concerning issues in community-based education today is the low level of interest and basic literacy skills among children. This problem is reflected in children's difficulties in recognizing letters, constructing words, comprehending texts, and expressing ideas in written form (Setyorini, 2021). Low literacy levels are not a new phenomenon; rather, they have long characterized children's learning experiences in both family and school environments. Commonly described as slow reading, limited writing fluency, or

difficulty understanding texts, low literacy broadly refers to a condition in which children have not yet mastered fundamental literacy skills, resulting in learning difficulties, reduced self-confidence, and limited opportunities for personal development (Sulaiman et al., 2022). Such conditions are also evident in Nagari Gurun, Jorong Luak Gadang, Sungai Tarab District.

The Reading House in Nagari Gurun, Jorong Luak Gadang, Sungai Tarab District serves 50 children, consisting of 31 girls and 19 boys, ranging in age from under seven to over thirteen years old. During this developmental stage, children are actively forming their identities, developing social skills, and building self-confidence. Limited access to opportunities for literacy development at this critical stage may negatively affect their cognitive growth and academic skills. Observations and information from schools indicate that some children still demonstrate low levels of reading and writing proficiency, highlighting the need for greater attention and targeted support through Reading House activities and a more conducive learning environment.

The novelty of the Reading House program implemented in this community service initiative lies in its structured, adaptive, and continuously monitored literacy design, distinguishing it from conventional reading house models. While traditional reading houses often emphasize the availability of books and independent reading activities, this program was designed as an active literacy mentoring space using a systematic approach encompassing needs-based planning, interactive implementation, and evaluative monitoring. Literacy activities were tailored to children's initial ability levels, allowing reading and writing practices to be differentiated rather than uniform. Children were flexibly grouped according to their reading proficiency, enabling more intensive and targeted assistance. This approach contrasts with conventional reading houses that typically apply collective literacy activities without differentiation based on ability.

In terms of reading material curation, the program did not merely provide general books but implemented a tiered selection of reading materials aligned with children's age and literacy levels, ranging from picture books and simple texts to short narrative readings. This curation aimed to reduce reading barriers while enhancing children's confidence in engaging with texts. Another distinctive feature of the program was the integration of educational games and literacy discussions, where reading and writing activities were combined with word games, guided reading, simple creative writing, and text-based discussions. These strategies were intended to increase learning motivation and minimize perceptions of literacy as a monotonous activity, in contrast to conventional reading houses that emphasize passive reading. Furthermore, the program involved teachers and parents as supporting informants, particularly in providing insights into children's initial conditions and literacy development. This involvement strengthened continuity between Reading House activities and children's learning environments at home and school.

Improving children's reading and writing skills requires the involvement of all community stakeholders, including parents, teachers, and the surrounding

environment. One effective approach to achieving this goal is through Reading House initiatives. Such programs aim not only to provide foundational reading and writing knowledge but also to cultivate learning interest, build self-confidence, and develop literacy skills that are essential for everyday life.

1. Methodology

This community service program was conducted by lecturers and students of Universitas Islam Negeri (UIN) Mahmud Yunus Batusangkar. The primary objective of the program was to provide a tangible contribution to improving the quality of life of the local community through educational and empowerment-based initiatives. The program was implemented in Nagari Gurun, Jorong Luak Gadang, Sungai Tarab District, an area with considerable natural and cultural potential that nevertheless requires additional support for community development. One of the main focuses of this initiative was the implementation of a Reading House program aimed at improving the reading and writing literacy of children in the local community. The community service activities were carried out over a one-month period, from 1 July to 31 July 2025.

The participants of the program consisted of 50 elementary school-aged children who were actively involved in the Reading House activities in Nagari Gurun, Jorong Luak Gadang, Sungai Tarab District. The participants ranged in age from under seven to over thirteen years old and included 31 girls and 19 boys. In addition to the children as the primary subjects, supporting informants included Reading House facilitators, parents, and local elementary school teachers who provided information regarding the children's initial literacy conditions and subsequent development.

2.1 Data Collection Techniques

Data were collected using several qualitative techniques:

- Observation, conducted to examine children's reading and writing abilities, levels of participation in activities, and changes in learning behavior throughout the program.
- Interviews, carried out informally with Reading House facilitators, teachers, and parents to obtain supplementary information related to children's literacy conditions and learning progress.
- Documentation, including activity records, photographs, attendance lists, and samples of children's written work, which served as evidence of program implementation and literacy development.

2.2 Approach and Program Design

This community service activity adopted a Community-Based Reading House (CBRH) approach, based on the premise that efforts to improve children's literacy skills—particularly in Nagari Gurun, Jorong Luak Gadang, Sungai Tarab District—require the active involvement of multiple stakeholders. The approach emphasized participatory engagement in the design, implementation, and evaluation of the Reading House program in a sustainable manner. The involvement of teachers, parents, children, and other community members was intended to foster a sense of ownership, thereby

enhancing the effectiveness and continuity of literacy improvement strategies beyond the duration of the community service program.

Methodologically, the program employed a qualitative descriptive approach, utilizing interviews, focus group discussions (FGDs), and documentation as primary data collection methods. The implementation of the program was organized into three main stages:

- Planning, which involved problem identification, goal setting, and the formulation of appropriate strategies and methods.
- Implementation, the core stage during which the planned activities were executed in the field with active participation from relevant stakeholders.
- Monitoring, a continuous supervision process aimed at ensuring alignment with the planned activities while identifying challenges and enabling timely adjustments.

2.3 Data Analysis and Evaluation Criteria

Data analysis was conducted through qualitative procedures, including data reduction, data display, and conclusion drawing based on findings from observations, interviews, and documentation. The analysis involved comparing children's initial literacy conditions with their literacy performance following participation in the Reading House program.

The literacy indicators used to assess program outcomes included reading fluency (ability to read without hesitation), letter recognition and word construction skills, comprehension of simple texts, ability to write short and coherent sentences, and children's interest and motivation in participating in literacy activities. The success of the literacy program was determined by observable improvements in reading fluency and comprehension, enhanced basic writing skills, and increased interest and active participation in Reading House activities.

Through the implementation of the Community-Based Reading House approach, the program aimed to create a supportive and enjoyable learning environment that encouraged children to improve their reading and writing skills. Furthermore, the program functioned as a medium for broader community education by fostering habits of reading, writing, and mutual support in learning processes. As a result, literacy development was addressed not only at the individual level but also as part of a collective effort to strengthen positive character formation and enhance the overall quality of literacy culture within the community.

3. Results and Discussion

Community service constitutes an activity undertaken by individuals, groups, or institutions as a concrete contribution to addressing societal needs (Saputri et al., 2025). Such activities aim to support problem-solving processes, improve quality of life, and empower communities through the application of knowledge, technology, and skills (Hrp et al., 2022). Within the framework of the *Tri Dharma of Higher Education*, community service occupies a strategic position alongside education and research. Its

forms vary widely, including training, socialization programs, empowerment initiatives, community mentoring, and other social interventions.

The implementation of the community service program in Jorong Luak Gadang was designed using a holistic approach to support local community development. The program was conducted over a one-month period, from 1 to 31 July 2025, through a series of systematically planned activities. One of the main initiatives was the *Reading House Program* aimed at improving the reading and writing skills of elementary school children in Nagari Gurun, Jorong Luak Gadang, Sungai Tarab District. A total of 50 children participated in the program, consisting of 31 girls and 19 boys, with ages ranging from under seven to over thirteen years old. At this developmental stage, children's reading and writing abilities are still forming, making environmental support a crucial factor. The Reading House served as a learning space designed to stimulate children's interest in literacy in an engaging manner while simultaneously enhancing their basic literacy skills.

The Reading House represents a strategic effort to improve elementary school children's reading and writing abilities, particularly in Nagari Gurun, Jorong Luak Gadang, Sungai Tarab District. Through this initiative, children were provided access to a variety of reading materials suited to their age and interests, enabling the optimal development of foundational literacy skills (Lahallo et al., 2022). Activities within the Reading House extended beyond reading to include writing, discussion, and retelling of texts, all of which directly supported the continuous development of reading and writing competencies. According to Andayani (2024), literacy-supportive environments such as reading houses foster children's interest in reading and provide opportunities for linguistic experimentation and written expression. Thus, the Reading House plays a vital educational role in facilitating comprehensive literacy development among elementary school children.

Low levels of reading and writing literacy remain a concern among students, including children in Nagari Gurun, Jorong Luak Gadang, Sungai Tarab District. Contributing factors include family environments, limited supporting facilities, and the lack of engaging learning media. Previous studies indicate that children who receive limited parental guidance and insufficient reading stimulation at home tend to exhibit lower literacy levels (Susanti et al., 2024). Furthermore, the school environment plays a significant role, as children spend a considerable portion of their time there; thus, the availability of adequate reading materials greatly influences literacy development. In this context, the Reading House emerges as a strategic initiative to enhance children's interest and literacy skills through attractive reading materials and enjoyable literacy activities.

Fajar et al. (2022) emphasize that reading houses play an important role in improving children's reading and writing abilities by stimulating literacy interest, fostering self-confidence, and creating a comfortable learning environment. Children who regularly participate in Reading House activities tend to demonstrate better concentration, increased motivation for independent learning, and enhanced social

interaction with peers. Similarly, Basalamah and Mohammad Rizal (2020) report that children's participation in reading house programs contributes to improved psychological well-being, reflected in greater comfort, self-worth, confidence, and social adaptability. Consequently, the Reading House functions not only as a space for learning literacy skills but also as a medium for character development and holistic child well-being.

3.1 Program Outcomes

The findings indicate that the Reading House program produced a measurable positive impact on children's reading and writing abilities. Improvements in reading fluency and comprehension suggest that consistent and contextually grounded mentoring helped children overcome previously experienced literacy difficulties. These findings align with the principles of community-based literacy, which emphasize the importance of learning environments closely connected to children's everyday experiences (Nesa Gusveriza Putri et al., 2025).

Improvements in children's ability to write short sentences further demonstrate that literacy activities strengthened not only reading skills but also children's capacity to express ideas in written form. Interactive approaches involving educational games and simple discussions proved effective in enhancing children's motivation to engage in literacy activities. This reinforces the view that the success of literacy programs depends not only on the availability of reading materials but also on mentoring patterns and the creation of an enjoyable learning atmosphere (Sulaiman et al., 2022). Accordingly, the Reading House served not merely as a reading facility but as an effective and sustainable community-based literacy learning space.

3.2 Stages of Program Implementation

The planning stage constituted a critical foundation for program success, as it involved defining objectives, strategies, and implementation directions (Fikri et al., 2023). This stage comprised problem analysis and activity planning. Problem analysis began with a meeting involving community leaders and parents on 10 July 2025, during which parents expressed concerns regarding their children's low reading and writing abilities, limited reading interest, and difficulties in understanding academic materials. These concerns underscored the need for engaging and supportive literacy interventions beyond formal schooling.

To substantiate these findings, observations were conducted on 12 July 2025, revealing widespread difficulties in reading and writing, low interest in books, reluctance to read aloud, and challenges in sentence construction. Interviews with children and parents further indicated that limited access to engaging reading materials and comfortable reading spaces discouraged literacy development. These findings confirmed that children's literacy skills prior to the Reading House program were suboptimal and required targeted intervention.

Following problem identification, the community service team designed a strategic response by establishing the Reading House as a literacy intervention. An

internal planning meeting was held on 13 July 2025 to determine schedules, instructional methods, role distribution, and learning media. On 14 July 2025, the program plan was presented to community members, who responded enthusiastically and provided logistical support.

The Reading House activities commenced on 15 July 2025 and were introduced with an orientation session emphasizing the collective responsibility of teachers, parents, and the community in fostering a supportive literacy environment. Core activities included guided reading sessions and the use of educational videos to enhance engagement. Instructional materials focused on early literacy habits, the benefits of reading, and strategies for improving literacy through consistent practice. These materials were delivered using simple and accessible language to encourage active participation.

Literacy activities were further enriched through the use of picture books, posters, and animated videos, which attracted children's attention due to their creative and relatable presentation (Sintiawati, 2021). Activities concluded with group discussions and shared reading sessions, reinforcing literacy awareness and sustained reading interest.

Monitoring was conducted to ensure that literacy learning processes aligned with program objectives. Supervision began during preparation by reviewing learning materials and facilities. Throughout the program, observations focused on children's engagement, interaction, and challenges encountered during reading and writing activities. Post-activity evaluations assessed literacy outcomes and identified strengths and limitations, providing a basis for program refinement (Momuat et al., 2020).

Initial observations indicated that approximately 60% of participants struggled with reading fluency and comprehension. After program implementation, the proportion of children reading fluently increased to approximately 78%, as evidenced by reduced pronunciation errors and improved reading speed. Reading comprehension also improved, with the percentage of children able to respond accurately to basic comprehension questions increasing from around 40% to 70%.

Writing skills showed similar progress. Prior to the program, more than half of the children were unable to construct short, coherent sentences. Following literacy mentoring, approximately 72% demonstrated improved sentence structure and legibility. Observations also revealed increased learning interest, reflected in more consistent attendance and active participation.

3.2 Literacy Development through Community Engagement: Evidence from the Reading House Program

The findings of this study demonstrate that community-based literacy interventions can play a substantial role in strengthening children's foundational reading and writing skills, particularly in contexts where formal educational resources are limited. The observed improvements in reading fluency, comprehension, and basic writing ability indicate that literacy development is not solely determined by school-

based instruction but is strongly influenced by the presence of supportive learning environments within the community. This reinforces the view that literacy is a social practice shaped by interaction, participation, and access to meaningful learning spaces rather than merely an individual cognitive achievement.

From the perspective of early literacy theory, the results support the argument that children's literacy skills develop more effectively when they are immersed in socially rich, interactive, and contextually relevant environments. Literacy learning in the Reading House was embedded in everyday social interactions, such as guided reading, peer discussions, storytelling, and collaborative writing activities. These practices align with constructivist views of learning, which emphasize that knowledge is actively constructed through interaction with others and engagement with meaningful tasks. The Reading House thus functioned not only as a physical space for accessing books but also as a social environment that facilitated continuous literacy engagement.

A sociocultural framework further strengthens the interpretation of these findings. Vygotsky's concept of the *Zone of Proximal Development* (ZPD) highlights the importance of guidance, scaffolding, and social interaction in enabling learners to achieve skills that they could not develop independently. Within the context of the Reading House, facilitators and peers acted as more knowledgeable others who provided support through modeling, prompting, and feedback. Activities such as reading aloud together, discussing the meaning of texts, and assisting children in constructing sentences exemplify scaffolding processes that gradually enabled children to perform literacy tasks more independently. This suggests that the observed literacy gains were not merely the result of repeated exposure to texts but were closely linked to the quality of interaction and mentoring provided during the program.

The findings also resonate with broader sociocultural theories that conceptualize literacy as a communal and culturally situated practice. In this view, literacy acquisition is shaped by the values, norms, and routines of the surrounding community. The Reading House program embedded literacy activities within a familiar and culturally meaningful setting, allowing children to associate reading and writing with enjoyment, social belonging, and personal relevance. This is particularly important in rural or marginalized communities, where literacy is often perceived as an obligation associated with school rather than a meaningful part of everyday life. By situating literacy activities within a community-based space, the program helped redefine literacy as an accessible and valued practice.

The consistency of these findings with previous research further strengthens their validity. Studies on reading houses and community libraries have repeatedly shown positive effects on children's reading fluency, comprehension, and interest in reading (Suharti et al., 2020; Hardivizon & Bello, 2024).). Similar to the present study, these initiatives emphasize routine engagement, supportive facilitation, and access to age-appropriate reading materials. The alignment of outcomes suggests that community-based literacy spaces share common mechanisms of effectiveness,

particularly when they prioritize interaction and sustained participation rather than short-term or sporadic activities.

Moreover, the finding that routine and contextually relevant literacy activities are more effective than incidental interventions supports the argument advanced by Basalamah and Mohammad Rizal (2020). Children who participate regularly in literacy activities tend to develop stronger learning habits, greater confidence, and higher intrinsic motivation. In the Reading House program, the consistency of activities allowed children to gradually build familiarity with texts, routines, and expectations, reducing anxiety and fostering a sense of competence. This contrasts with one-off literacy campaigns, which may raise awareness but often fail to produce lasting behavioral or skill-based changes.

Beyond improvements in technical literacy skills, the increased participation and motivation observed among children highlight the broader developmental impact of the Reading House program. Literacy development is closely intertwined with affective and psychological factors, such as motivation, self-confidence, and attitudes toward learning. The findings indicate that children became more willing to read aloud, participate in discussions, and attempt writing tasks, suggesting a reduction in fear of making mistakes and an increase in self-efficacy. This supports Sulaiman et al. (2022), who argue that low literacy not only hinders academic achievement but also negatively affects children's psychological well-being, including their motivation and self-esteem.

The Reading House provided a learning environment that was perceived as safe, inclusive, and non-evaluative, which is critical for fostering positive learning attitudes. Unlike formal classroom settings, where assessment and performance pressure may discourage struggling readers, the Reading House emphasized encouragement, collaboration, and enjoyment. This environment allowed children to engage with literacy at their own pace and to view reading and writing as activities associated with pleasure rather than anxiety. Such affective dimensions are often overlooked in literacy interventions, yet they play a crucial role in sustaining long-term engagement.

From a social development perspective, the Reading House also functioned as a space for peer interaction and community bonding. Children from different age groups and backgrounds participated together, enabling peer learning and mutual support. Older or more proficient readers often assisted younger children, reinforcing their own skills while contributing to a collaborative learning culture. This peer-based interaction aligns with social learning theories, which emphasize that learning occurs not only through adult instruction but also through observation, imitation, and cooperation among peers. As a result, the Reading House contributed to the development of social skills alongside literacy competencies.

The findings also suggest that literacy interventions can serve as entry points for broader community empowerment. By involving parents, community leaders, and local facilitators, the Reading House program strengthened community awareness of the importance of literacy and shared responsibility for children's education. This collective

involvement is particularly significant in contexts where schools face limitations in resources or instructional capacity. Community-based programs can complement formal education systems by providing additional learning opportunities and reinforcing literacy practices at home and in the community.

In terms of policy and practice, the results underscore the importance of integrating community-based literacy initiatives into broader educational and social development strategies. Government and educational institutions often focus on school-centered interventions, overlooking the potential of informal learning spaces. The success of the Reading House program suggests that relatively low-cost, community-driven initiatives can yield meaningful literacy outcomes when they are well-planned, participatory, and sustained. Policymakers and practitioners should therefore consider supporting the establishment and maintenance of reading houses, community libraries, and similar literacy spaces, particularly in underserved areas.

The replicability of the Reading House model is another important implication of this study. While the program was implemented in a specific local context, its core components—community involvement, regular literacy activities, interactive facilitation, and age-appropriate materials—are adaptable to other settings with similar literacy challenges. The theoretical grounding of the program in sociocultural and early literacy frameworks further supports its transferability. However, successful replication would require sensitivity to local cultural contexts, community needs, and available resources.

Despite its positive outcomes, this study also invites reflection on potential limitations and areas for further research. The assessment of literacy improvement relied primarily on observational and qualitative indicators, which, while appropriate for community-based research, may benefit from supplementation with standardized literacy assessments in future studies. Longitudinal research could also examine the sustainability of literacy gains and their impact on children's academic trajectories over time. Additionally, future studies might explore the role of parental involvement more explicitly, as family literacy practices are known to significantly influence children's literacy development.

In conclusion, the discussion of findings demonstrates that the Reading House program contributed meaningfully to children's literacy development by creating a supportive, interactive, and socially embedded learning environment. The program's impact extended beyond technical improvements in reading and writing to include enhanced motivation, self-confidence, and social engagement. By situating literacy within a community-based framework and grounding its practices in established learning theories, the Reading House program offers a compelling model for literacy-focused community service initiatives. Its integration of empirical evidence, theoretical perspectives, and practical outcomes underscores its potential as a sustainable and replicable approach to addressing literacy challenges in similar contexts.

4. Conclusion

Based on the implementation of the Reading House program in Nagari Gurun, Jorong Luak Gadang, Sungai Tarab District, it can be concluded that this community service initiative successfully enhanced elementary school children's foundational literacy skills through three main stages: planning, implementation, and monitoring. Indicator-based findings demonstrate improvements in reading fluency, comprehension of simple texts, and the ability to write short and coherent sentences. In addition, children's interest and active participation in literacy activities increased, as reflected in more consistent attendance and greater engagement during learning sessions.

These findings indicate that the Reading House functions not merely as a space for teaching reading and writing skills, but also as a community-based literacy mentoring platform capable of fostering a more supportive, participatory, and conducive learning environment. The program further contributes to strengthening the role of the local community in supporting children's educational development beyond the formal school setting, thereby reinforcing collaborative responsibility for literacy development.

Nevertheless, this program also faced several limitations, including the relatively short duration of implementation, the wide variation in children's literacy levels, and limited availability of reading materials and learning media. These constraints affected the optimal delivery of literacy mentoring for all participants in an equitable manner. Based on these findings, future Reading House programs are recommended to incorporate more sustained literacy assistance, expand graded reading collections aligned with children's ability levels, and strengthen active involvement of parents and schools. Moreover, the adoption of more measurable and systematic literacy indicators for monitoring and evaluation is essential to assess long-term impacts and enhance the program's potential for replication in other communities with similar characteristics.

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