



Development of a Literacy House to Increase Interest in Reading in Children

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ABSTRACT

Interest is a combination of desire and will that can develop if there is motivation. If interest and motivation are absent, habits generally don't grow and don't develop. The habit of reading must be applied from an early age, in order to overcome the problem of a lack of interest in reading in children. The creation of a "Reading Corner" is provided in order to provide a solution to the low ability of children to read and write at school age. There are several things that cause low interest in reading, one of which is how parents do not encourage children to prioritize buying books over toys, hearing aids. The role of mentoring is related to efforts to foster children's learning motivation from an early age, namely providing teaching, mentoring, and setting a good example for children. Therefore, this research was conducted with the aim of providing assistance in the process of fostering motivation to read in children through collaboration with local residents to build interest in reading in children from an early age.

Keywords: Interests, Reading, Mentoring.

Received:	Revised:	Accepted:	Available online:
27.04.2023	15.05.2023	12.06.2023	20.06.2023

Suggested citation:

Bakhri, S., & Putri, AS. (2023). Pengembangan Rumah Literasi untuk Meningkatkan Minat Baca pada Anak. *Dimasejati: Jurnal Pengabdian Kepada Masyarakat*, 5(1), 1-10. DOI: 10.24235/dimasejati.202351

Open Access | URL: <https://syekhnurjati.ac.id/jurnal/index.php/dimasejati/article/view/000>

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INTRODUCTION

In terms of education, Indonesia ranks relatively low when compared to other countries. There are various reasons why education in Indonesia remains poor in comparison to other countries. One of them is a lack of literacy or interest in reading among students, particularly in the field of education (Saadati & Sadli, 2019). Literacy culture, which includes reading habits, has not yet become a culture of society, especially in Indonesia (Suragangga, 2017).

Reading interest is one of the indicators of a country's growth. Currently, although Indonesia has increased its level of reading interest, its index of reading interest remains lower when compared to other nations. As a result, it is critical to always strive for initiatives that increase public interest in reading (Kasiyun, 2015).

Interests and habits are two different but related meanings. Interest is a combination of desire and will that can develop if there is motivation (Fitriani, 2018). The formation of a habit generally takes a long time, and in the formation of interest and motivation, it has a decisive role (Uno, 2023). If interest and motivation are absent, habits generally don't grow and don't develop. Interest without any real steps does not give maximum results (Wulandari, 2017). For example, there is enthusiasm for reading and borrowing books, but after the books are available, it turns out that they are just left lying around without being read. Then interest must be supported by refraction and consistency. This will be helped if there are efforts made together.

The lack of interest in reading among students has an impact and influence on their critical thinking skills. We all know that critical thinking can improve our ability to analyze an idea (Nurpadillah et al., 2022). In Indonesia, it can be said to be very low in interest in reading. According to data sources obtained, Indonesia ranks 60th out of 61 countries that are the object of research by the Central Connecticut State University in 2016 (Tahmidaten & Krismanto, 2020). Various reports obtained from competent institutions, both national and international, both government and non-government, show that the Indonesian people's reading interest index is still relatively low and concerning (Sari et al., 2021). Community empowerment through the library can be done, namely by increasing interest in books or reading. High interest in reading makes a person able to obtain information from the reading he reads to increase knowledge. Interest in reading can be grown by instilling the habit of reading in someone, which is expected to eventually get used to it and become a reading culture for themselves (Maskurotunitsa & Rohmiyati, 2016). With the emergence of a reading culture in a person, curiosity will arise for the knowledge he has. Curiosity about knowledge can be obtained from the collection of books available in a library (Sari et al., 2021).

The habit of reading must be applied from an early age, namely by giving reading books to children, telling stories from books, providing a special library, and so on. This activity should get support from the people around the child, such as parents and peers. The elementary school level is the primary focus of the school literacy movement. At the age of 6-12 years, students in primary schools can still easily enhance their learning literacy. As a result, the school should host a school literacy movement to boost students' interest in reading by strengthening library management skills. The implementation of the school literacy movement in primary schools is carried out in three stages, namely the habituation stage, the development stage, and the learning stage, as evidenced by student discipline (Musbikin, 2021; Prasrihamni et al., 2022).

Several parties should be involved in increasing interest in reading, namely the government, libraries, librarians, and the community. But the library in this case is the most dominating central point in efforts to increase reading interest. This is because in general our society has not prioritized book shopping on the family agenda, so when an interest in reading begins to emerge, the library is the place to channel it. Few households maintain a tiny library in which a collection of books provides information for family members. Even if there is, this can enhance reading interest and can

be done early on. As a result, the library plays a vital role in encouraging reading interest (Nafisah, 2014; Kasiyun, 2015).

The availability of various supporting facilities, such as a library and even a type of community reading garden should be able to encourage a person's interest in reading to increase. Ease of access has not been able to give a real influence in fostering interest in reading (Darmadi, 2016; Wulandari, 2017).

Previous research by Firdaus et al. (2022) shows that the factors that generally influence children's low interest in reading are the presence of gadgets, the unavailability of facilities for reading activities, and the role of parents who do not support their children to continue reading activities. In addition, research by Arafik & Rini (2021) states that the availability of reading materials for children's literature and students can be evidence as well as the impact of developing interest in reading. The CLM (Children's Literacy Movement) method can also be applied or carried out both at home and at school to increase interest in reading in children. Fostering an interest in reading can also be done by holding reading parks and mobile libraries, such as research conducted by (Syarif & Elihami, 2020) which states that the provision of reading parks and mobile libraries is one of the activities that can increase children's interest in reading. One of the most influential is the procurement of mobile libraries because mobile libraries can reach children who are playing so that they can attract children's interest in reading books.

One of the concrete efforts implemented to build interest in reading in children in the Pekalipan Village is by establishing a Literacy House called "Reading Corner". The reading corner is a reading garden which is located at RW 10 Kanoman Utara, Pekalipan Village.

METHOD

The participants who were targeted were children who lived in the Pekalipan Village, Cirebon City. The method of implementing these activities is to use the mentoring method. The partners of this activity are residents of the Pekalipan Village, especially residents of RW 10 North Kanoman.

The mentoring activities were carried out starting from the problem of a lack of motivation for children to learn in the literacy house program "Reading Corner" in the Pekalipan Village. This activity is carried out to overcome the problem of a lack of interest in reading in children so that children are expected to be more active in reading activities to gain useful knowledge and a better personality.

Furthermore, the establishment of a "Reading Corner" literacy house was given in connection with the low interest in reading for children in the Village. The creation of a "Reading Corner" is provided to provide a solution to the low ability of children to read and write at school age. So in this activity, a solution was provided to provide tutoring for children in the Pekalipan Village. Furthermore, to overcome the problem of the low ability of teachers to make learning media, the research team assisted in making learning media for example reading, writing, and arithmetic activities (*CALISTUNG*).

The method in carrying out this service is carried out by providing assistance to foster interest in reading in children. The method is programmed and carried out in stages every week for 40 days.

Socialization Stage

This stage aims to explain information to potential beneficiaries how and how this program can help them. The initial stage of this community service activity is to socialize the program plan for 40 days in the Pekalipan Village. At this stage, the author conducts socialization to invite the community by conducting interviews with relevant village officials to support the interest in reading program for children.

Implementation Stage

This implementation stage is the stage of implementing the activity program that has been previously socialized. The activity program is in the form of direct assistance so that participants understand the purpose and benefits of the literacy program, namely the love of reading.

Evaluation Stage

Evaluation is a tool used in measuring and knowing something with predetermined rules. Meanwhile, program evaluation is an activity systematic investigation of an object of value or value. Evaluation aims to compare what should have been achieved and what has not achieved (Haniah & Bakhri, 2022).

The evaluation stage is carried out in the last week of community service activities which are carried out for 40 days. The evaluation is carried out by looking at the interest in reading in children towards the interest in reading in children and the obstacles during the program that has been implemented.

RESULTS AND DISCUSSION

Interest is an important part of the success of a person's learning. Interest is a picture of the nature and attitude of a person when he wants something. Interest is not innate, interest is greatly influenced by talent, in the sense that interest can be created, and nurtured so that it grows and develops into a habit. Interest is very close to feelings, therefore doing something compulsively can eliminate interest in a child, including in reading activities. In short, interest can be interpreted as a tendency that causes someone to try to find or try something, this interest can foster a feeling of pleasure when it is done and vice versa when it cannot be done, there is a feeling of disappointment in the heart (Kasiyun, 2015; Saadati & Sadli, 2019).

As for reading, it can be interpreted as a process of gaining understanding from a combination of several letters and words, or it can be interpreted that reading as a process of knowing words and then combining the meanings of words in sentences and word structures so that they have a perfect meaning. While the ultimate goal of reading is that someone can take the essence of what he reads (Rohman, 2017).

From the two definitions above, it can be interpreted that reading interest is a strong and profound concern coupled with a sense of enjoyment toward reading activities, directing youngsters to read of their own free will, without being pushed. Aspects of reading interest include the enjoyment of reading, understanding of the advantages of reading, and the frequency with which a youngster reads books.

Reading is a cognitive process or action that strives to identify diverse information contained in the text. Reading is fundamental to schooling. In this situation, those who read frequently would grow in their education and get wide ideas; reading is like to opening a window to the world, because reading books may open doors to highly useful insights; respect the work of others (Suragangga, 2017).

As previously stated, a child's interest in reading does not arise on its own. A youngster with a strong interest in reading requires a lot of factors, including a supportive environment, appealing reading material, and age-appropriate reading supervision. When a youngster shows an interest in reading, it is extremely useful to the future learning process (Lesmana et al., 2020).

This understanding of the process of acquiring a child's language has an impact on the selection of reading material that children should consume, which is based on material that children can understand, which is written in simple language so that children can read and understand it, taking into account the simplicity (or complexity) of vocabulary and structure but , while also functioning to increase the richness of the language and language skills of children (Nurmalia, 2023).

In the context of understanding and/or appreciating a reading, several things are involved, namely intellectual, emotional aspects, children's language skills, and the organizational structure of the reading content. These four things must receive attention in the framework of children's reading selection (Tantri, 2017). Therefore, certain questions can be asked to assess a reading that will be selected. This is a tool to find out the target achievement of reading activities for children, because every child experiences a different process of growth and development.

In the current era, children's interest in reading is lacking, they play gadgets more often than reading knowledge books. Even though there are many benefits that can be obtained from reading. Many factors cause the low interest in reading in children, one of which is due to the development of technology. The lack of children's interest in reading can also be affected due to the lack of available facilities. There is no place to read (library) and there are no adequate reading books (Mulyantari et al., 2019). Therefore, to grow and increase self-awareness of the importance of reading, the research team held a literacy assistance program, one of which was interest in reading which took place at the literacy house "Reading Corner" RW 10 North Kanoman, Pekalipan Village. Implementation of activities carried out in accordance with plans that have been prepared and mutually agreed upon.

The obstacle that existed was the lack of space available for the provision of the reading corner, so we had to coordinate with several parties who finally decided to move the reading corner to the Kanoman Palace Mosque if there were many children who wanted to read books together.

This location was chosen as a reading corner because it is a multifunctional place and is right behind the Kanoman Palace Mosque, so if many children attend, they can be moved to a wider area of the mosque. Therefore, we decided that the procurement would be carried out at the Kanoman Palace Mosque in accordance with a mutual agreement, including with local community leaders, so that when after maghrib the children could recite the Koran and read books. The reading books in the Reading Corner range from fairy tales, iqro, folklore, comics, dictionaries, atlases, and various other textbooks. Apart from reading, we also accompany children in other literacy programs such as drawing, counting and writing.



Figure 1. Coloring Program



Figure 2. Literacy Program (Writing and Reading Books Together)

We hope that by holding reading facilities and infrastructure, it can attract children's interest in reading. Our motivation for holding this reading provision is because after we made observations in the Pekalipan Village there were still many children who could not read, and even students who were already in elementary school could not read well, so we were inspired to develop appropriate infrastructure. support for children to read.



Figure 3. Reading Corner Building in RW 10, Pekalipan Village

Causes of Low Interest in Reading

The tradition of reading is not an ancestral tradition that is passed on to the current generation. The Tradition that exists as a legacy of the ancestors is the tradition of listening or listening.

Hardjoprakosa states that several things cause low interest in reading, namely (Suprihatin, 2015):

1. The government and private sector, through their educational institutions, do not encourage their pupils to read literature other than textbooks;
2. Parents do not urge their children to prioritize the purchase of books over toys or hearing aids. They typically do not know what sorts of books are acceptable and appealing to children, and they do not expose youngsters to the library;

3. Print media publishers set prices for publications that are too high in quality to be affordable to the general audience;
4. The number of authors, interpreters, and translators is declining owing to unclear revenues, and they are still susceptible to PPH;
5. Each province does not have enough public libraries to serve the people;

Efforts To Increase Interest In Reading In Children

Efforts to improve children's reading interests cannot be carried only by the family, the community, or educational institutions. Family, community, and educational institutions all play a significant part in promoting children's reading interests. These three tasks must be completed concurrently. Teachers and librarians play critical roles in fostering students' and society's interest in reading. Teachers and librarians must be avid readers themselves to play a role in fostering interest in reading. Society requires exemplary behavior. It is hard for teachers and librarians to carry out their tasks in developing reading interests if they do not have a strong passion for reading. The proactive function of librarians is connected to attempts to promote people's interest in reading from a young age, which is mostly carried out by librarians who work in children's libraries. Librarians must be capable of teaching, guiding, and modeling youngsters. Similarly, instructors who work directly with kids in teaching, directing, and demonstrating reading interest activities are just as vital as librarians. Therefore, the author assists in the process of motivating interest in reading in children and collaborating with residents to build interest in reading in children from an early age.

Most of the time, youngsters are at home with their families. It may be begun when children are still toddlers who cannot read to build enthusiasm for reading. The involvement of the family is critical in this scenario. Reading activities are often carried out when youngsters have leisure time.

If there is reading material available, the youngsters will read. To instill a love of reading in their children, their parents must likewise enjoy reading. At the very least, parents give reading material in the house. Novels, math books, and reading books are all examples of reading material.

A discussion class was also designed by the study team utilizing the *CALISTUNG* software to increase reading interest in youngsters. Reading activities should be followed by discussions in which the author can ask questions regarding the books the children are reading. If the book to be discussed is a consumption book for all ages such as religious books or books about someone's biography, it can be discussed while studying together.

Reading books is not only in literacy houses, mosques can also be used as reading facilities. Children will feel happy to be invited to read interspersed with recitation activities. Then, to foster a passion for reading in children, the writing team usually gives gifts such as snacks and stationery. The habit of giving gifts is part of the activity to increase reading interest. This activity has more positive value than just giving gifts of expensive items. Put forward ideas to increase interest in reading, namely that reading should be promoted as a family and school activity, it should be made a tradition to give a gift book for every reading activity so that it is beneficial for children (Rohman, 2017).



Figure 4. The activity of distributing prizes to motivate children's enthusiasm

The role of mentoring by the research team is related to efforts to foster children's learning motivation from an early age, namely, researchers must be able to teach, guide, and set an example for children by:

1. Arranging the children's study room in such an attractive, fun, and comfortable way, both for easy access and for the interior so that children are interested in coming and seeing it;
2. Introducing picture books and what kind of reading is good and appropriate to the age and educational level of the group of children he is guiding;
3. Tell stories from good books with interesting techniques, for children who can already read there is no need to finish the story, after that, the story is told to read by themselves. As for the group who cannot read, the story should be read to the end so that they know the storyline and one day they are asked to play the characters in the story, with the guidance of a librarian;
4. Train children to record things they find interesting;
5. Instruct the children to exchange notes or stories between groups, then each group reads to their group;
6. Train them to make regular daily notes on the activities that have been carried out;

CONCLUSION

This study concluded that a youngster with a strong interest in reading requires a variety of elements, including a supportive environment, appealing reading materials, and age-appropriate reading supervision. When a youngster shows an interest in reading, it is extremely useful to the future learning process.

To grow and increase self-awareness of the importance of reading, the research team held a literacy assistance program, one of which was interest in reading which took place at the literacy house "Reading Corner" RW 10 North Kanoman, Pekalipan Village. The reading books in the Reading Corner range from fairy tales, iqro, folklore, comics, dictionaries, atlases, and various other textbooks. Apart from reading, we also accompany children in other literacy programs such as drawing, counting, and writing.

The research team with the *CALISTUNG* program to foster motivation to read in children also created a discussion class. Reading activities should be followed by discussion activities; at the very least, researchers should inquire about the contents of books read by youngsters. Discussions can be held while studying together if the book can be digested by people of all ages, such as a religious book or a biography.

The obstacle that existed was the lack of space available for the provision of the reading corner, so we had to coordinate with several parties who finally decided to move the reading corner at the Kanoman Palace Mosque if many children wanted to read books together. The availability of various supporting facilities, such as a library and even a type of community reading garden should be able to encourage a person's interest in reading to increase.

The role of mentoring the research team is related to efforts to foster children's learning motivation from an early age, namely, students must be able to teach, guide, and set an example for children by arranging children's study rooms in such an attractive, fun, and comfortable way, both for ease of access and interior so that children are interested to come and see it.

An interest in reading can be fostered by instilling the habit of reading in someone, who is expected to get used to it over time and become a reading culture for themselves. With the emergence of a reading culture in a person, curiosity will arise for the knowledge he has.

From the conclusions above, suggestions that can be given include building children's motivation in learning, namely the role of parents is very important, because children's habits at home can reflect their future. Then, the availability of supporting facilities can also attract children's attention to learning.

Thank-you note

We do not forget to express our gratitude to several parties who assisted in this dedication activity. The author's sincere thanks go to Mr. Pekalipan Urban Village Head, Head of RW 10 Kanoman Utara, the community, and children around Pekalipan Village for working together in building literacy houses and reading habits, especially for children.

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