
**COMMUNITY READING GARDEN MANAGEMENT (TBM) MANAGEMENT IN
IMPROVING WOMEN'S ECOLOGICAL LITERATION****JUHANA**

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ABSTRACT

The community reading park (TBM) is one of the community education institutions that has become the foundation for the development of programs to improve the quality of life of the community. Because with the presence of TBM the community will have broad access to information and cooperation networks. However, the management of this community education unit is still experiencing various obstacles, therefore it is necessary to examine the process of managing community education units, especially in the context of increasing ecological literacy for women. The theories used are empowerment theory, public education theory and environmental ecology theory. While the research method used is descriptive qualitative research method with a research source of 10 respondents, the instruments used are interview guidelines, observation guidelines and documentation studies. In the results it was found that management of TBM managers played an important role in improving ecological literacy, including supporting women's understanding in utilizing the environment to improve the quality of life. With the conclusion that the management of TBM management provides support for increasing ecological literacy for women.

Keywords: management, community reading parks, women's ecological literacy

PRELIMINARY

One very dynamic relationship between humans and their environment, can be seen from how they live together, side by side with all the surrounding components. It is too conceptual indeed, even though in reality it is not. The ability of each individual to behave well in his daily life, by using his understanding of environmental conditions is what is called environmental literacy.

Environmental literacy is not a new scientific discipline or even a new concept in studying human relations with their environment. This, is a simple thought and departs from physical determinism, physical possibility or even anthropocentrism. The physical determinism itself is the view that nature has provided everything that humans need for life and humans strive to be in line with existing environmental conditions. In this case, humans do not have many alternatives to determine their role in the environment in which they live. This is different from the possibility of possibilism. Humans have so many possibilities, so many alternatives to minimize the shortcomings of existing

environmental conditions. In other words, humans can think and try hard to overcome the limitations that nature provides.

Environmental literacy can be small things, as :

1. Providing 25% of vegetated open space at home. With the existence of vegetated open land, it means that it has allowed rainwater to penetrate into the soil, has provided continuity in the gas cycle especially oxygen and carbon dioxide well.
2. Provides adequate pentylation. With the thylation, it means that in addition to the gas cycle, especially oxygen and carbon dioxide occur well. And prevent the house from being a dirty and damp place.
3. Allowing sunlight to enter in the morning and afternoon. Sunlight functions to kill bad bacteria at home. And the house is not dirty, of course.
4. Establish a house in a sloping place. The homeowner can avoid the risk of landslides if his house is built in a place with steep or sloping slopes.
5. Houses with their own toilets are better.

Community Reading Park (TBM) is one of the institutions built in order to facilitate various community activities related to enriching existing sources of literacy that benefit their lives. With these various opportunities, it is expected to provide added value to the quality of people's lives, not only in the economic field, but also in the fields of education, culture, social and even politics. TBM provides an opportunity for the community to access various fields of information relating to various needs of the community itself, so that they can immediately utilize the information and potential they have to develop needs in the midst of society.

Community empowerment in the field of literacy is mainly developed through a series of strengthening the life capacities of women, because this will be one way to develop educational capacity related to strengthening women as one of the initiators of increasing community empowerment around them. This is because most men in Lembang Village earn a living as farm laborers, construction workers and entrepreneurs outside the Lembang Village area. So that with these conditions, it is expected that women can provide added value to family life by using public reading parks as a means to increase their daily knowledge and skills. The capacity of women to be able to develop themselves is indisputable, because of the ability of women to be more selective and intensive in carrying out their tasks and able to do several tasks simultaneously (Karwati, Ansori, & Mulyono, 2018).

The Community Reading Park development program and the strengthening of women's life capacity are needed to improve the quality of life in Lembang Village, this is related to the implementation of community education in real life. Community education must

be the spearhead in a clearer improvement and strengthening, especially in people's lives. So that it truly provides a clear value for life, both in the fields of economy, social, political, cultural and other fields of life (Saepudin & Mulyono, 2019). This strengthening alone will have implications for the community itself and the capacity for non-formal education developed through community education (Mulyono, *Affirming the Character of Nonformal Education*, 2012).

However, the main problem in the management of TBM is about strengthening management settings related to professional management systems, including the use of various internet network systems to make it easier for people to access information contained in TBM collections. Strengthening management is important, because with good management, it will support greater strengthening in the concept of public education and its implications for the quality of life of the community (Mulyono, 2018). With this background, the author focuses on the problem of Management of On-Line Community Reading Gardens (TBM) Management in Improving Women's Ecology Literacy.

THEORETICAL BASIS

The Concept of Management of Community Education Units

Out-of-school education is every opportunity where there is regular and directed communication outside the school and someone obtains information, knowledge, training and guidance according to age and life needs, with the aim of developing the level of skills, attitudes and values that enable him to become a participant efficient and effective participants in the family environment, work even in the environment of the community and country.

Phillips H. Coombs (in Sudjana, 2001: 67), revealed that out-of-school education is any organized educational activity held outside the formal system, either alone or as part of a broad activity, which is intended to provide services to students certain in order to achieve learning goals.

Concept of Community Reading Gardens

Community Reading Park (TBM) as a medium for developing reading culture is a place to access various reading materials: such as textbooks, practical skill books, knowledge books, religious books, entertainment books, literary works and other reading materials in accordance with objective conditions and needs. the surrounding community and reading interest are both new letters, students in the formal and non-formal education pathways (study citizens), and the general public without age limits.

In Lembang Village, Lembang Sub-District, West Bandung Regency, many Community Reading Parks are integrated with Community Learning Activity Centers (PKBM). The Center for Community Learning Activities is a place to intensify and coordinate various

community learning activities, the implementation of which is centered in a place with the status of management and ownership is by and for the community. PKBM is a place for various learning activities needed by the community in accordance with their interests and needs with a community-based education approach. PKBM is a community-formed educational institution, which is managed and developed by the community itself with the aim of providing educational service needs in the community. PKBM as a source of information contains various types of learning programs that are useful especially in capacity building in the field of functional skills that are oriented towards empowering the potential of local communities through community-based education approaches to improve community knowledge, skills and attitudes in the economic, social and cultural fields. The existence of PKBM has great potential to be used as coordination of learning programs in the community. The availability of quality managers / organizers, teaching staff / tutors, is a special attraction for the community to come to PKBM. The aim of PKBM is to empower the community for independence, through programs implemented in PKBM, in order to form people who have knowledge, skills and attitudes, while the functions of PKBM itself are (Sihombing, 1999: 109). However, TBM, however, has its own program characteristics that are tailored to the needs and interests of the community.

In general, it can be described that the Community Reading Park (TBM) is an institution or service unit that provides reading material for a group of people in an area in order to increase public interest in reading. People realize and appreciate that reading parks are very much needed by the community. Community interest in TBM must continue to be fostered and developed so that people get the information they need. Because interest in reading and literacy is a condition that must continue to be developed and strengthened according to the needs of the community itself. In general, the functions of the Community Reading Park are learning functions, recreational functions and information functions. This shows consistency in building a series of literacy programs related to public education carried out in community reading parks.

The Concept of Ecological Literacy

The definition of literacy in general is the ability of individuals to process and understand information when reading or writing. Literacy is more than just literacy, therefore, literacy is inseparable from language skills, namely written and oral language knowledge that requires a range of cognitive abilities, knowledge about genres and culture.

Although literacy is a concept that has complex, dynamic meaning, it is constantly interpreted and defined in a variety of ways and perspectives, but the essence of one's literacy is the main basis for the development of broader meaning of literacy.

The term literacy in Indonesian is an absorption word from English literacy which is etymologically derived from Latin *litteratus*, which means people who learn. In Latin

there is also the term *littera* (letters), namely the writing system with the accompanying convention.

Understanding of literacy according to UNESCO (in pemkabbelitung.go.id, April 26, 2017) is a set of real skills, especially cognitive skills of reading and writing, which are independent of the context in which those skills are obtained and how to obtain them. People's understanding of the meaning of literacy is strongly influenced by academic research, institutions, national context, cultural values, and also experience.

In the Merriam-Webster online dictionary (Merriam-Webster, 2019), the notion of Literacy is the quality or ability of "literacy" which includes the ability to read and write and the ability to recognize and understand ideas conveyed visually and also interpreted as ownership on competence or expertise (video, image).

Environmental problems cannot be overcome, only improving relations between humans and their environment, but also by making improvements to the values, norms and ethics of life. These improvements are included in the concept of eco-literacy, which is about awareness of environmental sustainability. People who have been ecologically literated are people who are very concerned about the importance of protecting the environment, caring for the earth, ecosystems and nature as a place to develop life.

The Concept of Women's Empowerment

Empowerment and empowerment are translations of the words "empowerment" and "empower" according to Webster and the Oxford English Dictionary, the word empower contains the first meaning is to give power or authority to which means giving power, diverting power or delegating authority to another party, while meaning the second is to give ability to or enable which is an effort to provide ability or empowerment (Panarka & Moeljarto, 1996).

The concept of women's empowerment is basically a new paradigm of development that more concentrates the characteristics of "people centered, participatory empowering sustainable". Although the understanding is different but still has the same goal. that is to build power, by encouraging, motivating, and raising awareness of its potential, as well as efforts to develop a better direction. Community empowerment is not just to meet basic needs or provide a preventive mechanism for further thought processes.

Empowerment of women is a systematic and planned effort to achieve gender equality and justice in family and community life. Empowerment of women "as human resources, the potential that women have in terms of quantity and quality is not below men. But in reality it is still found that the status of women and the role of women in society are still subordinate and not yet as equal partners with men".

Development Goals for Women's Empowerment

1. To improve the status, position and condition of women in order to achieve progress equal to men
2. To build Indonesian children who are healthy, intelligent, cheerful, and devoted and protected.

RESEARCH METHODS

The approach used is a qualitative approach with descriptive methods. Using this method is expected to be able to support a more comprehensive explanation of the process of managing the Community Reading Gardens (TBM) and further deepen the evidence regarding the journal management process carried out at the TBM that is the location of this study. The data source chosen was the manager, permanent TBM members and surrounding community members, totaling around 10 speakers. The instruments used are interview guides, observation guidelines and documentation studies.

RESULTS AND DISCUSSION

Results

The results of the study show that according to the prescriptions are as follows:

First, the management of Community Reading Parks has shown good results, especially with facilities that have improved, even though they are not complete, but have shown improvement compared to the conditions of the facilities at the start of the establishment of TBMs. This is evidenced by the results of interviews with 10 respondents, consisting of managers, TBM members and community members.

Second, the use of TBM facilities using online media is one of the advantages in supporting the expansion of accessibility of information obtained by TBM members. By utilizing various facilities, it is hoped that strengthening community capacity will develop far more.

Third, women's accessibility to TBM facilities shows a significant difference. This after the online access process is implemented provides wider opportunities for TBM members to access various processes related to information sources and literature related to the needs of the community itself.

Fourth, by increasing the variety of opportunities related to the accessibility of the community to the literary sources that exist in TBM, it has implications for the quality of people's lives, especially in the field of information. According to interview respondents, it was stated that with greater accessibility, they felt that they better understood the actions that needed to be carried out related to environmental ecology.

Discussion

Regarding the results described previously, then several discussions about the research conducted are as follows:

First, based on the results of the study, it was found that the management of Community Reading Parks had shown good results, especially with facilities that had improved well, even though they were not complete, but had shown improvement compared to the conditions of the facilities at the beginning of the establishment of TBMs. This is evidenced by the results of interviews with 10 respondents, consisting of managers, TBM members and community members. Along with the increase in community reading community members, this indicates an improvement in the quality of management that develops much better, so that members feel quite satisfied with the services provided by TBM managers. This opinion is in line with the opinion of Mulyono (2018) that the management of community education units that are able to answer the challenges and needs of members and the community, will have better implications in building and delivering results for strengthening education capacity itself.

Second, regarding the use of TBM facilities using online media is one of the advantages in supporting the expansion of accessibility of information obtained by TBM members, based on the results of research showing that there is an increase in accessibility even though it is not very significant, but still provides a stable one of the supporters in strengthening the existing program. By utilizing various facilities, it is hoped that strengthening community capacity will develop far more. The increase in capacity can be seen from the increasing community participation in the TBM program and the increasing interest of the community to visit TBM facilities. This is indicated by the increasing number of visits based on the percentage of the presence of TBM members. The use of online media can be one of the expansion programs for programs that exist in TBM itself. This is because members can access TBM facilities in the form of e-books or other digital collections, including the formation of community groups through digital communication. This is what later became one of the strengths in the ecological literacy program carried out at TBM. So that the more synergistic various programs in TBM will provide the greatest implications, namely the improvement of the quality of life of the community, this is in line with the opinion of Kindevatter (1980: 67) that non-formal education can be one of the main processes in community empowerment. TBM does not provide facilities that are always complete, but also can be a means of increasing added value in the life of the community itself.

Third, based on the results of the study, it was shown that women's accessibility to TBM facilities showed a significant difference. This after the online access process is implemented provides wider opportunities for TBM members to access various processes related to information sources and literature related to the needs of the community itself. With the expansion and accessibility by women, it is expected to increase women's life capacity especially by understanding various contexts and concepts related to ecology. So far, ecology has been considered as something complex

and complicated, whereas in reality it has become a manifestation of developing and improving the quality of life better. Especially along with increasing women's participation in good environmental care. This is in line with the opinion of L. Karwati, Ansori and Mulyono (2018) on the role of women who can become teachers of the family economy improvement if accompanied by better skills and capacity building in the future.

Fourth, based on the results of previous studies, it shows that the increase in various opportunities related to people's accessibility to the literature sources in TBM has implications for the quality of life of the community, especially in the field of information. According to respondents in interviews and observations made, it was suggested that with higher accessibility, they felt that they better understood the actions that needed to be done in relation to environmental ecology. Women's awareness of ecology is built with a simple system, including by providing an assessment of various environmental problems, then developing the ability to analyze and provide solutions to problems that exist in the surrounding surroundings. So that women can actively participate in empowerment activities carried out around them.

CONCLUSION

With various results obtained in this study, the conclusions of this study are as follows:

1. Good management of TBM will also have good implications in increasing community participation, especially in the field of ecological literacy.
2. The use of online media helps expand the accessibility of TBM members in utilizing access to information and various other members' experiences in the field of ecology.
3. The TBM facility provides access to the development of women's lives to support the ecological literacy program held, including the use of online media that is easier and more massive, making access far more flexible and providing opportunities for women to find out more about the problem.
4. The quality of life of women included in information can be a broader capacity for life, in this case the community, especially in terms of ecological literacy relating to a healthier community life and ensuring the continuity of social life in a more environmentally friendly future.

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