

LITERACY DEVELOPMENT THROUGH READING ALOUD ACTIVITIES FOR THE COMMUNITY OF WINDURAJA VILLAGE, KAWALI SUBDISTRICT, CIAMIS REGENCY

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Abstract

This Community Service Program (PKM) aims to improve literacy among the residents of Winduraja Village, Kawali Subdistrict, Ciamis Regency through training in reading aloud for PKK cadres and parents of MIS Winduraja students. A descriptive qualitative method was used, with data collection techniques including observation, interviews, and documentation. The activity was conducted at the Gada Membaca Winduraja Community from July 30 to August 12, 2025, and included presentations on reading aloud techniques, hands-on practice, and interactive discussions. The results of the activity showed that the reading aloud method was effective in increasing reading interest, enriching vocabulary, and strengthening the emotional bond between readers and listeners. PKK cadres and parents acquired skills in vocalization, intonation, and selecting appropriate reading materials, enabling them to become literacy facilitators within families and communities. The long-term implication is the creation of a sustainable family- and community-based literacy ecosystem in Winduraja Village.

Keywords: Literacy, Reading Aloud, PKK Cadres, Parents

A. INTRODUCTION

Reading is an activity people undertake to understand the messages the author wishes to convey through words and language (Syifak, 2017). Reading skills acquired early in life significantly impact advanced reading skills at later levels (Andriana, Rokmanah, & Husnussyifa, 2023). One effective method for fostering reading interest and enriching children's vocabulary is reading aloud, especially when done regularly by adults in the immediate environment (Kurniawati & Anggraini, 2021). Important aspects of reading aloud include clarity of pronunciation, appropriate intonation, and appropriate pauses to maintain comprehension of the reading (Asnawi, Sugiyono, & Uliyanti, 2015). Furthermore, family involvement in literacy programs significantly impacts the development of children's early reading skills, both at home and in public spaces (Rahayu & Sukardi, 2023).

The use of picture storybooks can also improve students' reading aloud skills and foster interest in reading (Ryzka & Solihati, 2023). Reading aloud training for parents has been shown to improve reading habits at home and strengthen positive parent-child relationships (Wulandari & Hartati, 2017). Read-aloud programs as a literacy development strategy have been proven effective in attracting attention and interest in reading, especially among children and the community, through interactive and enjoyable activities (Rokhmatulloh & Sudihartini, 2024). In addition to encouraging the formation of a culture of literacy and improving language skills, reading aloud can also improve critical thinking skills and self-confidence in both readers and listeners (Hidayat & Lestari, 2020).

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The read-aloud method helps readers understand the meaning of the text more deeply due to the intonation, word emphasis, and expressions used (Purnamasari, 2018). However, the low reading interest of the Indonesian people, including in West Java, remains a challenge. Statistics Indonesia (BPS) data (2024) shows that the literacy rate in West Java is still below the national average, so creative and sustainable efforts are needed to improve it. One example of such efforts is a literacy program that utilizes village libraries and public reading rooms, which has been proven to increase community engagement in reading activities (Fitriani & Mulyani, 2019).

One of the causes of low reading interest among Indonesians is the lack of instilled reading habits from an early age. In this regard, parents act as role models for their children in the family. Children tend to imitate the habits of their parents (Rokhmatulloh & Sudihartinih, 2024). When parents make reading a habit, children who witness this habit are more likely to develop reading habits. Especially if parents read aloud to their children, this will bring them closer to reading material (Nazaruddin & Mariyah, 2023). Therefore, the role of parents in teaching reading habits is crucial for improving children's literacy skills. Parents who read picture books not only satisfy children's curiosity but also foster a sense of comfort in them by creating an emotional bond with their parents. This sense of comfort, associated with the joy of reading, will help foster a love of reading in children (Aysah & Maknun, 2023).

Family Welfare Movement (PKK) cadres and parents of MIS Winduraja students play a strategic role in supporting this literacy improvement. Through this community service, it is hoped that PKK cadres and parents of MIS Winduraja students can become active agents of change in cultivating reading aloud. This will create a sustainable positive impact on the development of children's reading interest and the advancement of reading interest in the community of Winduraja Village, Kawali District, Ciamis Regency.

B. LITERATURE REVIEW

Literacy Concept

Literacy is not only defined as the ability to read and write, but also as the ability to understand, process, and use information in everyday life (Bu'ulolo, 2021). Literacy encompasses basic literacy, information literacy, digital literacy, and cultural literacy. Improving literacy is crucial because it is related to the quality of human resources and the community's ability to face social, economic, and cultural challenges (Redhana, 2024).

Reading Aloud as a Literacy Development Strategy

Reading aloud is a method of reading aloud and clearly, allowing listeners to pay attention and comprehend the content. This activity not only improves text comprehension but also fosters reading interest, enriches vocabulary, and improves communication skills (Harahap et al., 2023). Reading aloud has been proven effective as an interactive learning tool that can be applied to both children and adults (Damanik, 2023).

The Role of Society in Improving Literacy

Improving literacy cannot be solely the responsibility of formal educational institutions but requires active community involvement. The role of families, community leaders, communities, and village institutions is crucial in creating a conducive environment for the growth of a culture of literacy (Jannah, 2025). Joint activities, such as reading aloud, book discussions, and village libraries, can serve as collaborative tools to expand access to literacy (Sari et al., 2024).

Literacy in Rural Areas as an Empowerment Effort

Literacy in rural areas plays a strategic role in community empowerment. Limited access to reading materials often presents a barrier, necessitating innovative, simple yet impactful

literacy activities (Santari et al., 2025). Reading aloud in villages can be a gateway to raising public awareness of the importance of reading, opening up spaces for social interaction, and strengthening social capital. This contributes to improving the quality of life and sustainable development of rural communities (Khanik & Khamidah, 2022).

C. RESEARCH METHODOLOGY

This community service activity was carried out at the Gaada Membaca Winduraja Community in Winduraja Village, Kawali District. The Gada Membaca Community is a literacy community established on February 18, 2015, in Winduraja Village, Kawali District, Ciamis Regency. Founded by a volunteer named Agus Munawar, the community serves as a community activity space that provides a community library complete with a variety of quality reading resources, both text and digital. The community is managed by volunteers from various backgrounds, including schoolchildren, local activists, and local residents, thus becoming an inclusive literacy center serving all levels of education.

This activity lasted for two weeks, from July 30 to August 12, 2025. The process began with the submission of a permit to Winduraja Village and Gada Membaca Winduraja on the first day, followed by the invitation of resource persons, namely Ms. Dilla Sari Puspa, S.Si., and Ms. Ires Resmawati, S.Pd.I. Furthermore, observations and preparations for the tools and materials needed for the continuation of the reading aloud training program at Gada Membaca Winduraja, which will be held on August 7, 9, and 12, 2025, were carried out.

The target groups for this empowerment program are the Winduraja Village Family Welfare Movement (PKK) cadres and parents/guardians of MIS Winduraja students. The program aims to interactively improve their literacy skills, enabling them to become motivators and facilitators in building a reading culture within their families.

Data collection was conducted through several techniques: direct observation of the reading-aloud training process and community participation at Gada Membaca Winduraja; interviews with participants and training resource persons to gather information about their learning experiences, challenges encountered, and perceived benefits during the training; and finally, documentation of training activities and presentation of the results in narrative form that illustrates the development of participants' literacy skills.

The tools and materials used in this activity include:

- a. Children's storybooks at Gada Membaca Winduraja for the read-aloud training event.
- b. Projector and infocus to display the materials created by the speakers.
- c. Certificates of appreciation for the speakers as a token of appreciation for their contributions and participation. Participants also received e-certificates as a token of appreciation for their participation in the read-aloud training activity.
- d. Plastic household items used as a token of appreciation for the participants.
- e. Attendance list containing names, addresses, and signatures as proof of participation in the read-aloud training activity at Gada Membaca Winduraja.

Using descriptive qualitative methods, this study aims to understand the process and community interest in reading aloud activities at Gada Membaca Winduraja. Data were collected through observation, interviews, and documentation to illustrate the training's effectiveness in improving community literacy as a whole.

D. RESULT AND DISCUSSION

The read-aloud method is an effective literacy strategy for improving reading skills and interest in the community, especially children. Read-aloud activities involve readers reading text aloud, using appropriate intonation, vocalization, and expression to make the reading

engaging and easy to understand (Hasanah et al., 2024). This not only helps improve reading fluency but also strengthens comprehension and critical thinking skills in the listeners.

The Community Service (PKM) activity conducted at the Gada Membaca Winduraja Community in Kawali District, Ciamis Regency, involved two primary target groups: the Family Welfare Movement (PKK) cadres of Winduraja Village and the parents of students at MIS Winduraja. This audience selection was based on the strategic role of both groups in fostering children's literacy.

The implementation of training at Gada Membaca Winduraja is focused on three main aspects:

1. Vocal and intonation techniques are taught to enable participants to deliver readings with varied, clear, and engaging tones.
2. Reading materials are specifically selected based on the child's age to optimize the learning process and foster a love of books.
3. Participants are encouraged to interact directly by being given the opportunity to practice reading aloud techniques in front of a group.

In a read-aloud training held on Thursday, August 7, 2025, with Winduraja Family Welfare Movement (PKK) cadres at the Winduraja Gada Membaca Community, resource person Ms. Dilla Sari Puspa, S.Si., shared various effective practical techniques for engaging and engaging children while listening to stories. The material covered varied intonation and lively facial expressions. Ms. Dilla emphasized the importance of conveying stories with feeling to make the reading experience memorable for children. She explained, "Reading aloud is like taking children on an adventure into the world of a story. When done with feeling, the experience will stick in their minds."

In addition to theoretical explanations, participants were given the opportunity to practice reading aloud techniques in front of a group. Winduraja PKK cadres learned to regulate the rhythm of their reading so the story flows smoothly, emphasize key words, and engage children through questions that stimulate imagination and active participation. This method also aims to increase the cadres' self-confidence so they can become competent literacy facilitators within their families and communities.

As the primary drivers within the family and community, PKK cadres play a strategic role in instilling the habit of reading among family members and the surrounding community. Through reading aloud training, PKK cadres not only acquire vocal techniques, intonation, and appropriate reading material selection, but also learn how to deliver reading in an engaging and interactive manner, thereby motivating family members to develop a love of reading.



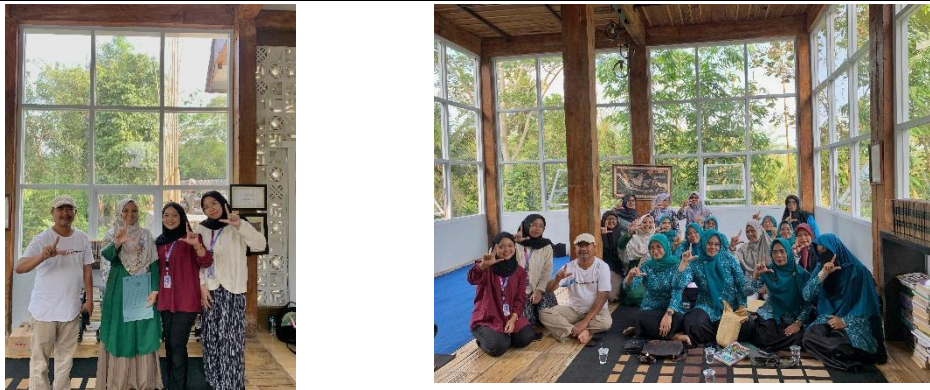


Figure 1. Reading Aloud Training with PKK Winduraja Cadres at the Gada Membaca Community

At a reading-aloud training event for parents of students in grades 1-3 of MIS Winduraja on Saturday, August 9, 2025, and grades 4-6 on Tuesday, August 12, 2025, at the Gada Membaca Winduraja Community, Mrs. Ires Resmawati, S.Pd.I., a teacher at MIS Winduraja, presented practical techniques aimed at creating a fun and engaging reading environment for children. The techniques taught included varying voice intonation and using facial expressions to clearly convey emotions, bringing stories to life and making them easier for children to understand. Furthermore, Mrs. Ires highlighted the negative risks of gadget use in children, especially toddlers, which can potentially hinder their cognitive and social development due to minimal interaction and limited stimulation. As an alternative, reading aloud is considered to have the advantage of stimulating overall brain activity, including language, imagination, and problem-solving skills.

The importance of reading aloud with appropriate intonation extends beyond technical literacy skills to strengthening the emotional bond between parents and children. Through warm and caring interactions while reading, parents can build closer communication and strengthen bonds of affection, which positively impact a child's psychological development. Furthermore, the point of reading aloud isn't to develop children's reading skills, but rather to foster their interest and love for the world of reading.

On Saturday, August 9, 2025, the event was further enlivened by the presence of students from the Indonesian University of Education (UPI), including Mario Gesiradja (Ende, UPI Master's student), John Huwae (Ambon, UPI Master's student), and Zia Zalzilah Mazfufah (Bekasi, UPI Doctoral student), who demonstrated reading aloud techniques to the participants. Their presence provided additional insight and experience for the participants in applying reading aloud techniques interactively.

For parents of students at MIS Winduraja, the reading aloud training provided significant added value. By learning reading aloud techniques, parents can help their children better comprehend reading, increase their vocabulary, and instill positive reading habits from an early age. Furthermore, reading aloud with their children also strengthens communication and emotional bonds between family members. This demonstrates that parental involvement in children's literacy activities is a key supporting factor in the success of developing a reading culture at school and at home.



Figure 2. Reading Aloud Training with Parents of MIS Winduraja Students in the Gada Membaca Community

The read-aloud training activity at Gada Membaca Winduraja, which involved PKK cadres and parents of MIS Winduraja students, has significant implications for literacy development. These implications not only impact individual participants but also have the potential to create broader changes in literacy culture.

1. For Winduraja Family Welfare Movement (PKK) cadres, this activity strengthens their capacity as literacy facilitators, able to practice reading aloud techniques in an engaging and interactive manner. This enhanced skill set empowers cadres to be more confident in holding reading sessions at community events such as integrated health posts (Posyandu), PKK meetings, and other village events.
2. For parents of Winduraja MIS students, this training provides them with the skills to create a pleasant reading atmosphere at home. The ability to regulate intonation and reading tempo, and engage children through reflective questions, helps improve children's comprehension and vocabulary. Furthermore, reading aloud interactions at home strengthen the emotional bond between parents and children, which impacts their psychological and social development.

3. From the perspective of the Winduraja Reading Group Community, this activity strengthens the role of the Winduraja Reading Group as a center for village literacy activities. With more residents skilled at reading aloud, it is hoped that literacy activities at the Reading Group will become more routine, varied, and able to reach more children and families.
4. The long-term implication of this activity is the creation of a family- and community-based literacy ecosystem. The combined role of Family Welfare Movement (PKK) cadres, parents, volunteers, and the Reading Group facilities has the potential to foster a sustainable reading culture in Winduraja Village, Kawali District, Ciamis Regency. This culture is expected to contribute to improving the community's literacy index and serve as a model for literacy development in other rural areas.

It is hoped that this reading aloud training activity can continue to be implemented by PKK cadres and parents of students in their daily lives, so that the reading culture becomes more deeply rooted in the families and communities of Winduraja Village, Kawali District, Ciamis Regency. The combined role of PKK cadres, parents, volunteers, and Gada Membaca facilities has the potential to foster a strong reading culture in the village, thus providing a sustainable positive impact on the development of children's reading interest and the advancement of community reading interest.

E. CONCLUSION

The conclusions from literacy development activities through reading aloud for the Winduraja Village community indicate that the reading aloud method is effective in increasing reading interest and enriching vocabulary, particularly when the training directly involves parents and community cadres. The involvement of parents as role models and read aloud participants has a significant positive impact on children's reading habits and literacy development. Furthermore, an approach that emphasizes direct interaction and reading aloud practice creates a comfortable learning environment and strengthens emotional bonds between parents and children, thus fostering intrinsic motivation to love reading. This activity also has the potential to bring about broader changes in the literacy culture within the village community, through the active role of individuals within the community.

Suggestions include continuing the reading aloud training program and expanding its scope by increasing support from various parties, including the village government and educational institutions. Selecting high-quality reading materials that are culturally appropriate is also crucial for greater acceptance and enjoyment by the community. Furthermore, ongoing support for parents and cadres in implementing reading aloud activities is needed to foster the development of literacy skills and enthusiasm.

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