

The Contribution of Pustaka Desa Wukirsari to Human Resource Development through Non-Formal Education in the Context of Limited Facilities

Yuvind Julian Ageng Saputra^{1,*}, Fithri Widyanita Yarisma²

¹ Department of Management, Faculty of Economics and Business, University of Persatuan Guru Republik Indonesia Semarang, Indonesia

² Department of Management, Faculty of Economics and Business, University of Persatuan Guru Republik Indonesia Semarang, Indonesia

* Corresponding Author: julian.tegar@021@gmail.com

Abstract.

This study aims to explore the role of Pustaka Desa Wukirsari in promoting human resource development through non-formal education despite facing facility limitations. Employing a descriptive qualitative approach, data were collected during the 2025 International Community Service (ICS) program through participatory observation, in-depth interviews, and visual documentation. The findings reveal that limited resources, such as cramped space, a shortage of bookshelves, lack of computer equipment, and poor internet connectivity, significantly affected the effectiveness of library services. However, the ICS 2025 activities, conducted by three universities, successfully addressed these issues through practical skills-based training, including brochure design, SME product narration, and basic digital administration using limited tools. The support of volunteers and library managers proved crucial in overcoming these challenges. This study highlights that participatory and context-based approaches can transform a village library into a center for literacy and local economic empowerment. Moreover, reactivating the library automation system (SLiMS) and consistently managing social media were identified as strategic steps to enhance the reach and sustainability of Pustaka Desa programs.

Keywords: *community library; digital literacy; non-formal education; participatory approach; rural empowerment*

I. INTRODUCTION

One of the fundamental goals of the Indonesian nation is to educate its citizens, as stated in the Preamble of the 1945 Constitution. Various approaches can be undertaken to achieve this objective, including the provision of facilities that foster the development of knowledge and insight, one of which is the library (Amirullah, 2022). A library serves as a repository of knowledge and information that can promote progress and intellectual growth within society. Library facilities and infrastructure can support creativity, expand knowledge and understanding, and even serve as a site for educational tourism (Endarti, 2022).

Libraries continue to evolve alongside the advancement of science and technology (Suprihatin, 2021). According to Amirullah (2022), these developments have progressed from traditional and conventional systems to automation and digitalization. A library serves as a

repository of knowledge, providing various explanations related to learning materials and research for its visitors. Furthermore, a library can be defined as an information source that plays multiple roles, which are adapted to its specific category and intended purpose (Muna et al., 2023).

As a learning center that provides information resources and educational facilities, libraries play a crucial role in supporting efforts to improve community literacy (Fernadi, 2022). To achieve this goal, public libraries in Indonesia must undergo a transformation to focus more on social inclusion. A socially inclusive library is one that supports the development of community potential by embracing cultural diversity, preparing for change, and offering opportunities for the general public to participate in, protect, and advocate for human rights and cultural values (Dani & Mu'aimanah, 2024).

Village libraries represent the lowest tier within the structure of public libraries (Muna et al., 2023). Today, village libraries serve not only as reading spaces but also as centers of non-formal education that foster community literacy, empower local SMEs, and provide open and inclusive learning environments. Village governments hold the responsibility to activate the function of village libraries as part of efforts to improve rural literacy levels, ensuring that these libraries offer the greatest possible benefit to the community (Nanda & Fitriyani, 2022).

Pustaka Desa Wukirsari, located in Wukirsari Village, Imogiri District, Bantul Regency, is a successful example of a community library that has been developing literacy and empowerment programs since 2012. The library is well known for its active organization of children's literacy classes, skills training sessions, and regular discussion forums open to local residents. Pustaka Desa Wukirsari has in fact implemented a library automation system. According to Haq et al. (2024), a library automation system refers to a library managed using computer-based technology to facilitate administrative tasks, aiming to improve effectiveness and efficiency in terms of time, labor, workflow, and cost.

The library automation system at Pustaka Desa Wukirsari utilizes SLiMS (Senayan Library Management System), however, it has been deactivated due to several issues, such as malfunctioning computer equipment and bugs in the older version of the system, which rendered it unstable. In addition, the library's use of social media as an information dissemination channel ceased in July 2024, and there has yet to be an effective and consistent social media management system in place to sustain information outreach and enhance community engagement. Therefore, optimization is needed, beginning with the reactivation of SLiMS and the strategic use of social media, as a means to better introduce Pustaka Desa to the broader village community and strengthen interactions with residents of Wukirsari Village (Haq et al., 2024).

Based on findings from the field visit conducted during the 2025 International Community Service (ICS) program in May 2025, it was identified that the primary challenge in developing Pustaka Desa lies in the lack of adequate facilities. The suboptimal condition of infrastructure, such as outdated bookshelves, frequently malfunctioning multimedia equipment, unstable internet connectivity, and the limited availability of comfortable learning spaces, poses a significant barrier to optimizing the library's role as a community learning center.

The limited facilities at Pustaka Desa Wukirsari may hinder efforts to strengthen digital literacy and participatory learning, particularly in areas with low technological equity. Therefore, it is essential to examine the extent to which Pustaka Desa Wukirsari is able to fulfill its function amid these constraints, as well as how the 2025 ICS program can contribute to addressing the

existing gaps.

II. METHODS

This study employed a descriptive qualitative approach, with the research conducted at Pustaka Desa Wukirsari during the 2025 International Community Service (ICS) program, held from May 19 to 22, 2025. Qualitative research is a type of inquiry in which the results depend on the perspectives of participants or informants: the researcher asks broad and open-ended questions, analyzes and categorizes the responses into themes, and engages in a subjective process of inquiry. Data collection primarily involves words (or textual data) from participants, which are then described and explored further to generate new questions (Safrudin et al., 2023).

Data collection techniques included participatory observation, in-depth interviews with library managers (as shown in Figure 1), SME actors, volunteers, and participants of literacy activities, as well as visual documentation in the form of photographs and field notes. This study relied on the subjective perspectives of informants through open-ended questions and narrative accounts of their experiences in order to comprehensively depict the conditions and effectiveness of the literacy initiatives.

The data were analyzed using the interactive analysis model proposed by Miles and Huberman. According to Miles and Huberman, as cited in Endarto & Martadi (2022), this model consists of three main steps:

1. Data Reduction

Data reduction was carried out by selecting and focusing information obtained from observations, interviews, and documentation to align with the research objectives.

2. Data Display

The data were then presented in the form of descriptive narratives and direct quotations, supported by visual documentation.

3. Conclusion Drawing

The final stage involved drawing conclusions based on patterns identified in the field, followed by verification through source triangulation to ensure the validity of the research findings.



Figure 1. Interview with the Library Manager

Source: Field observation, 2025

III. RESULT AND DISCUSSION

Observations revealed that Pustaka Desa operates within a relatively small space, with makeshift bookshelves and a limited collection of materials. There are no public-use computer devices available, and internet access is only provided through private mobile hotspots. These inadequate facilities constrain the effectiveness of digital learning and online training sessions for local SMEs. This finding aligns with the study by Kamidah & Syafaah (2022), which noted that Pustaka Desa tends to experience stagnation in its role when not supported by adequate technological infrastructure and proper learning spaces. Several participants in the children's literacy classes also reported that they had to take turns sitting due to the limited number of chairs and the insufficient lighting in the room.

The lack of adequate facilities affects not only the learning process but also the library's capacity to support digital literacy and community entrepreneurship, particularly among SME actors. This is consistent with the findings of Haq et al. (2024), who stated that infrastructural limitations are a major barrier to the effective utilization of digital and community-based libraries.

In response to these challenges, the 2025 ICS program, carried out through a collaboration among University of PGRI Yogyakarta, Jakarta State University, and University of Persatuan Guru Republik Indonesia Semarang, served as a strategic solution. The three-day program focused on enhancing the capacity of SME actors through practical skill development. The training sessions included promotional brochure design, product and SME profile narration, and basic digital administration using simple tools. By utilizing only mobile phone cameras for product photography, the Canva application for brochure design, and Google Sheets for business recordkeeping, the program successfully strengthened participants' digital literacy and microenterprise promotion capabilities.

The training solutions also highlighted the vital role of volunteers and library managers as adaptive and responsive facilitators in addressing community needs. Their support enabled the effective implementation of the training programs despite limited resources. This reinforces the concept of social inclusion libraries as proposed by Nanda & Fitryani (2022), which emphasizes that village libraries should serve as empowerment spaces capable of bridging infrastructural limitations through creativity and community collaboration. Moreover, it reveals the need to reactivate the library automation system, such as SLiMS (Senayan Library Management System), and to consistently manage the library's social media as tools for disseminating information and increasing public engagement. Although these systems had been implemented previously, they have been inactive since mid-2024, making the renewal and strengthening of digital management one of the primary recommendations.

The 2025 ICS program not only enhanced SMEs' digital promotion skills through brochure design and product storytelling but also equipped participants with basic business administration training using Google Sheets. Despite limited resources, the practical and participatory approach ensured the effectiveness of the empowerment initiatives. The support of volunteers, library managers, and the participants' enthusiasm positioned Pustaka Desa as a center for literacy and empowerment tailored to local needs. This relevant strategic step has fostered a sustainable digital ecosystem through integrated training, intensive mentoring, and collaboration with digital platforms and educational institutions. As demonstrated in the study by (Ghanilowe et al., 2023), digital

marketing training for SMEs has shown a positive impact, improving participants' ability to analyze market competition, create business social media profiles, design business logos, and select appropriate product photos.

Overall, the implementation of the 2025 ICS program is expected to generate a positive impact on the development of Pustaka Desa Wukirsari. Through the proposed program solutions, the library's role may be transformed from merely a reading facility into an empowerment space focused on practical literacy and digital skills. These findings support Endarti (2022) perspective that libraries have the potential to serve as centers for scientific activity and community development, provided they are supported by relevant programs. Thus, despite its limited infrastructure, Pustaka Desa Wukirsari continues to fulfill its role effectively through collaboration, needs-based training, and inclusive and participatory approaches.





Figure 2. Activity Documentations

Source: Field observation, 2025

IV. CONCLUSION

Pustaka Desa Wukirsari demonstrates that the role of a library extends beyond being a mere reading space, it also serves as a center for non-formal education and community empowerment that adapts to local needs. Despite facing various facility-related limitations such as confined space, limited technological equipment, and inadequate access to internet and managed digital information channels, the library continues to fulfill its function through inclusive and collaborative approaches.

Through the 2025 International Community Service (ICS) program, Pustaka Desa is expected to demonstrate a transformation in its role by facilitating practical training sessions that directly address community needs, particularly for SME actors and the younger generation. The ICS 2025 solutions, namely, training in brochure creation, product narration, and basic digital business administration, serve as concrete steps toward enhancing the capacity of rural communities amidst limited resources. This illustrates that infrastructural limitations are not the primary barrier when strong collaboration exists among the community, academics, and volunteers.

Furthermore, the success of this initiative highlights the importance of strengthening information systems and technology in the management of Pustaka Desa. Reactivating the SLiMS automation system and implementing consistent social media management can serve as key strategies to expand access to information, increase community engagement, and enhance the library's branding as a center for digital and social literacy. This entire process demonstrates that Pustaka Desa can serve as a catalyst for human resource development and a hub for community-based literacy activities, provided it is supported by contextual, collaborative, and sustainable approaches. Thus, Pustaka Desa not only addresses literacy challenges but also bridges digital and social gaps at the local level.

This study offers a novel contribution by showing how a village library, despite limited infrastructure, can integrate non-formal education with digital skills training for SMEs through participatory and collaborative approaches. This integrated model has not been widely reported in previous studies and may serve as a reference for similar community-based programs in other rural areas.

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