

## **Collaboration Model for Literacy Educators with Community Reading Centers at Bandung and Sumedang Regency**

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### **Abstrak**

The students in Library and Information Science Study Program, Universitas Padjadjaran, as the next librarian. They learn concept, characteristics, type of literacy, utilization literacy in all library, and specific skill for students. The purpose this research is to know collaboration model for literacy educator with community reading centers at Bandung and Sumedang Regency. Research method used action research through qualitative approach. Result research, students exposed to the collaboration model demonstrate improved literacy skills and increased enthusiasm for reading, as evidenced by enhanced reading levels and greater participation in literacy programs. The community reading centers themselves have transformed into vibrant hubs for learning, cultural exchange, and community engagement, guided by principles of inclusivity, diversity, and strong partnerships. Nevertheless, this research acknowledges certain challenges, such as constraints in sample size and external factors affecting the results. Future research should delve deeper into the specific elements of the Collaboration Model contributing most significantly to its success, providing a more nuanced understanding of its effects. In conclusion, this study underscores the potential of the Collaboration Model as a transformative force in the field of educator literacy within community reading centers. It promotes ongoing collaboration, professional development, and community engagement, culminating in improved literacy skills among educators and students. These positive effects extend beyond the reading centers, enriching the entire community. This research underscores the importance of further investigation and investment in collaborative models, as they play a pivotal role in advancing literacy and lifelong learning within the community.

**Keywords:** Collaboration Model; Literacy Educators; Community Reading Centres

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### **A. Introduction**

Librarian should have literacy skill to collect, process, and give information to user. The students in Library and Information Science Study Program, Universitas Padjadjaran, as the next librarian. They learn concept, characteristics, type of literacy,

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utilization literacy in all library, and specific skill for students. And the students can ready to practice in the library when they work.

In the taxonomy Bloom, students in ability classification learning outcomes divide on three part, cognitive, psychomotor, and affective. Students in cognitive part learn to think, get the knowledge, know the knowledge, understand, conceptualization, determination, and students can give the reason about case study in literacy. Students get knowledge in literacy, understand, practice, analyse, synthesize, and evaluate practice in literacy.

The students in the psychomotor and affective skill get new experience. They work as the librarian, use, and practice literacy skill. Students in the psychomotor competence, work at the library and they will understand situation and condition library in the utilization literacy program to users.

The Students in cognitive part should practice about principle and concept to a new situation. So, lecture will give the exam question from information in the community. In this condition, students can know about new information in outside university, but they have not the real experience to join in the community.

Students in Kampus Merdeka Program, should join and work as a profesion. They will practice literacy skill in the library or community for studies in the literacy course. The students at Library and Information Science Study Program, Universitas Padjadjaran, practice literacy skill in the community reading centers (taman bacaan masyarakat). The practice literacy skill to the community through the community reading centers.

Volunteers in the community reading centers collaborate with students to practice literacy program. The students collaborated to practice skill literacy at Jatmika Community Reading Centers and Aksara Ilmu Community Reading Centers at Bandung Regency, and Pabukon Ngadongeng Community Reading Centers at Sumedang Regency. They created a literacy program to users in the Community Reading Centers, especially to children.

Lectures and students collaborate to create literacy program, and it is name a collaborative learning. Matthews (1966) in Barkley, Cross, and Major (2005) said that collaborative learning occurs when lectures, students, and academic in faculty create new knowledge and give the meaning of this knowledge. Lectures guide the students to know phenomenon in the community.

Lectures and students interact with volunters community reading centers to success literacy program in the community. Based on Vygotsky (1978), social interaction plays a fundamental role in the development of cognition. He is believes

that social interaction grow for interaction students with others and then students get manage their mental structure.

Vygotsky (1978) called it is name, Zone of Proximal Development (ZPD). Lectures and volunteers community reading centers guide the students develop the knowledge. Student will meet three aspects in ZPD, consist of cognitive, physical, and social. Lectures support students to understanding the knowledge through some skills, example of literacy skill.

The Lectures, volunteers, and students interact and make structure. McAvinia (2016) said that the human of activity has structure that can describe and analyse. This is name activity theory. Nardi (1996) in McAvinia (2016) said that the activity theory is concerned with understanding the relationship between consciousness and activity and has labored to provide a framework in which a meaningful unity between the two can be conceived. People interact with each other and they develop relationship.

Engeström's (1987) in McAvinia (2016) made model extended activity system, that human as the subject to object used rules, community, instrumen, until outcomes. The activity theory was the one theory that grew up from collaboration theory. Human as the subject can communicate, interact, and relate each other.

Therefore, activity theory in collaboration learning model is interest phenomenon to research. Some researcher have research this topic. First, research from Haqqi (2017) about the learning process on majors lecture at library and Information science departement. Colaborative learning develop in the development of ability of students information literacy for student of library and information science departement of the Adab and Humaniora Faculty of the state Islamic. The result research is the collaborative learning model what expected in the improving efforts of the student information literacy are; Engagement, Exploration, Transformation, Presentation, and Reflection University of Sulthan Thaha Saifuddin Jambi (Haqqi, 2017).

Second, research from Fitriyeni ( 2019) about collaborative learning in reading. Result research is a significant effect of collaborative learning and the students's reading comprehension. Collaborative learning method has influenced the students' comprehending of the reading passage better. The students completely engage in their learning and motivate each other to understand the reading and answering the tasks. Teachers also have good influenced as facilitators to help the students in building relationship in their groups and encourage them to give and respon to their pairs' opinions.

In these two previous research, collaborative learning can improve skill the student in learning school and university. Teacher or lecture always guide the student

to practice their literacy skill or reading. Research Haqqi (2017) and this research have the same subject is collaborative learning about literacy skill in the student in university. And subject and object research Fitriyeni (2019) is collaborative learning about reading comprehension in the students at the school.

The state of the art this research is collaboration model for literacy educator with Community Reading Centers at Bandung regency and Sumedang Regency. The students in Library and Information Science Study Program, Universitas Padjadjaran, collaborated with the volunteers community reading centers. So, the purpose the research is to know how collaboration model for literacy educators with Community Reading Centers at Bandung and Sumedang Regency through analysed activity and collaboration model.

## **B. Methods**

The research used qualitative approach and research method used action research. Mills (2011) in Mertler (2017) said that action research is defined as any systematic inquiry conducted by teachers, teachers, counselors, or other with a vested interest in the teaching and learning process or environment for the process of gathering information about how their particular schools operate, how they teach, and how their student learn. Researcher made collaboration model for literacy educator with Community Reading Centers at Bandung regency and Sumedang Regency is a unique phenomenon in the learning process. Lectures, volunteers, and the students together collaboration. Subject research is the students from Library and Information Science Study Program, Universitas Padjadjaran, and objec research is collaboration model for literacy educator with Community Reading Centers at Bandung regency and Sumedang Regency.

Researcher used nine stage in this action research, consist of identifying and limiting the topic, gathering information, reviewing the related literature, developing a research plan, implementing the plan and collecting data, analyzing the data, developing an action plan, sharing and communicating the results, and reflecting on the process.

Action research has 4 stage too. First, the planning stage are implementing for identifying and limiting the topic, gathering information, reviewing the related literature, and developing a research plan. Second, the acting stage implementing the plan and collecting data, and analyzing the data. Third, the developing stage developing an action plan. Fourth, the reflecting stage example of sharing and communicating the results, and reflecting on the process (Mertler, 2017).

The collect data used observation, interview, document study, and literature review. Researcher visited three Community Reading Centers at Bandung regency and Sumedang Regency, consist of Jatmika Community Reading Centers, Aksara

Ilmu Community Reading Centers, and Pabukon Ngadongeng Community Reading Centers. In the interview, researcher used purposive sampling in the chose sample or subject to interviewed. Researcher used photo for document study, and searched more reference for literature review.

### **C. Results and Discussion**

#### Activity

First, students become storytellers take on the role of reading aloud to an audience consisting of both children. This inclusive approach suggests that people of all ages are encouraged to participate in these sessions, promoting intergenerational reading and learning. The purpose of these reading sessions extends beyond mere entertainment. While they undoubtedly provide an enjoyable experience for the participants, their value goes deeper. These sessions are also designed to serve as a means of enhancing "language skills." This implies that as participants listen to the stories being read, they have the opportunity to improve their language proficiency. This can encompass various aspects of language, including vocabulary, comprehension, pronunciation, and language fluency.

The presence of students and professional storytellers indicates a dedication to providing high-quality reading experiences. Students often contribute their time and passion for reading, while professional storytellers may bring additional expertise to make the sessions even more engaging. Overall, this sentence portrays the community reading centres as a place where literature comes to life through the reading sessions, and where individuals of different age groups can gather to enjoy stories while simultaneously working to enhance their language skills. It underscores the dual purpose of these sessions: entertainment and education.

Second, workshops play a crucial role in nurturing the art of storytelling and fostering communication skills. Storytelling Workshops are organized within the community reading centres, indicating that they are structured events or programs aimed at instructing and facilitating learning. The primary objective of these workshops is to "teach community members the art of storytelling." This implies that the workshops are designed to impart the techniques, principles, and skills involved in effective storytelling. They serve as educational opportunities for those interested in refining their storytelling abilities.

Students in these workshops wish to develop their storytelling skills. It may include people of all ages and backgrounds, emphasizing the inclusive nature of the community reading centres. By participating in these workshops, individuals can gain a deeper understanding of how storytelling works as both an art form and a means of communication.

These workshops provide practical training. They equip participants with the knowledge and tools necessary to "engage an audience." This aspect suggests that storytelling is not only about the content of the narrative but also about the ability to capture and maintain the interest of the listeners. Participants learn techniques to make their stories captivating and emotionally engaging, ensuring that the audience remains engrossed in their tales.

### Collaboration Model

A Collaboration Model for educator literacy in community reading centers is a structured framework designed to promote collaboration and professional development among educators working in these centers. It focuses on enhancing the skills and knowledge of educators, including students, librarians, and reading specialists, to improve the quality of literacy programs and services offered within the community reading center.

The model outlines a schedule of regular workshops and training sessions aimed at enhancing the literacy-related skills of educators. These sessions cover topics such as literacy instruction, reading strategies, and using technology for teaching.

The model encourages educators to engage in peer observation and feedback processes. Educators visit each other's classes to observe teaching methods and provide constructive feedback, fostering a culture of continuous improvement.

### **D. Conclusion**

The Collaboration model has demonstrated its potential to significantly improve educator literacy. Through professional learning communities, workshops, and training, the model has facilitated an environment where educators engage in reflective practice, continuous learning, and resource sharing, ultimately leading to more effective literacy instruction. The impact on students and the community has been equally noteworthy. Students exposed to the Collaboration Model have shown improved literacy skills, enhanced reading levels, and a heightened enthusiasm for reading. The reading centers, enriched by the collaborative model, have evolved into vibrant hubs for learning, cultural exchange, and community engagement. The community's active involvement, inclusivity, and strong partnerships have fostered a sense of ownership and pride in these centers. Nonetheless, it is important to acknowledge the challenges and limitations encountered during the research. These include issues related to sample size, data collection constraints, and external factors affecting the findings. Further research may delve deeper into the specific elements of the Collaboration Model that contribute most significantly to its success, providing a more nuanced understanding of its effects. In conclusion, the Collaboration Model for educator literacy in community reading centers has

demonstrated the potential to be a transformative force in the realm of literacy education. It promotes ongoing collaboration, professional development, and community engagement, contributing to improved literacy skills among educators and students alike. The positive impact of the model extends beyond the walls of the reading centers, enriching the fabric of the entire community. As we look to the future, it is clear that further research and investment in such collaborative models are not only advisable but essential for the continued growth and success of community reading centers in promoting literacy and lifelong learning.

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