



Local Wisdom-Based Literacy Program at TBM Rumah Peradaban SNC Fannaz in Supporting the Sustainable Development Goals (SDGs)

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ABSTRACT

This study aims to analyze the implementation of a local wisdom-based literacy program at the Community Reading Center (Taman Bacaan Masyarakat/TBM) Rumah Peradaban SNC Fannaz and its contribution to the achievement of the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), SDG 10 (Reduced Inequalities), and SDG 11 (Sustainable Cities and Communities). This research employed a qualitative approach with a case study design. Data were collected through in-depth interviews with managers, volunteers, and beneficiaries, participatory observation of literacy activities, and documentation studies of the TBM program. Data were analyzed interactively through the stages of data reduction, data display, and conclusion drawing, while data validity was ensured through triangulation and member checking. The findings reveal that the literacy program at TBM Rumah Peradaban SNC Fannaz integrates Mandailing and Melayu Deli local wisdom through activities such as reading and storytelling of folklore, intergenerational literacy, the use of local languages, and the involvement of young volunteers as facilitators of cultural literacy. This approach has been proven to enhance reading interest, strengthen participants' cultural identity, broaden access to inclusive non-formal education, and promote community social cohesion. However, the study also identified several challenges, including limited collections of local cultural materials, managerial capacity that has not been systematically documented, funding constraints, and the still suboptimal integration of digital literacy based on local content. Overall, this study confirms that local wisdom-based literacy in TBM has the potential to become a contextual, inclusive, and sustainable model of non-formal education, while also making a tangible contribution to the achievement of the SDGs at the community level. These findings are expected to serve as a reference for TBM managers, local governments, and policymakers in developing culture-based literacy programs oriented toward sustainable development.

KATA KUNCI

Literasi Berbasis Kearifan Lokal
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Pembangunan Berkelanjutan
Literasi Komunitas
Tujuan Pembangunan Berkelanjutan (SDGs)

ABSTRAK

Penelitian ini bertujuan untuk menganalisis implementasi program literasi berbasis kearifan lokal di Taman Bacaan Masyarakat (TBM) Rumah Peradaban SNC Fannaz serta kontribusinya terhadap pencapaian Tujuan Pembangunan Berkelanjutan (Sustainable Development Goals/SDGs), khususnya SDG 4 (Pendidikan Berkualitas), SDG 10 (Pengurangan Ketimpangan), dan SDG 11 (Kota dan Komunitas Berkelanjutan). Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui wawancara mendalam dengan pengelola, relawan, dan penerima manfaat, observasi partisipatif terhadap kegiatan literasi, serta studi dokumentasi program TBM. Analisis data



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dilakukan secara interaktif melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan, dengan menjamin keabsahan data melalui triangulasi dan member checking. Hasil penelitian menunjukkan bahwa program literasi di TBM Rumah Peradaban SNC Fannaz mengintegrasikan kearifan lokal Mandailing dan Melayu Deli melalui kegiatan membaca dan mendongeng cerita rakyat, literasi lintas generasi, penggunaan bahasa daerah, serta pelibatan relawan muda sebagai fasilitator literasi budaya. Pendekatan ini terbukti meningkatkan minat baca, memperkuat identitas budaya peserta, memperluas akses pendidikan nonformal yang inklusif, serta mendorong kohesi sosial komunitas. Namun demikian, penelitian juga menemukan sejumlah tantangan, seperti keterbatasan koleksi budaya lokal, kapasitas manajerial yang belum terdokumentasi secara sistematis, keterbatasan pendanaan, serta belum optimalnya integrasi literasi digital berbasis konten lokal. Secara keseluruhan, penelitian ini menegaskan bahwa literasi berbasis kearifan lokal di TBM berpotensi menjadi model pendidikan nonformal yang kontekstual, inklusif, dan berkelanjutan, sekaligus berkontribusi nyata terhadap pencapaian SDGs di tingkat komunitas. Temuan ini diharapkan dapat menjadi rujukan bagi pengelola TBM, pemerintah daerah, dan pembuat kebijakan dalam mengembangkan program literasi berbasis budaya lokal yang berorientasi pada pembangunan berkelanjutan.

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1. Introduction

Literacy is the primary foundation for creating an intelligent, independent, and competitive society. Within the framework of the Sustainable Development Goals (SDGs), literacy occupies a crucial position in Goal 4: Quality Education, specifically Target 4.6, which emphasizes functional literacy and numeracy for all adults. However, the facts show that literacy in Indonesia remains a significant challenge. According to [UNESCO \(2022\)](#), although the adult literacy rate in Indonesia has reached 96.38%, functional literacy remains low. This is exacerbated by the results of the 2022 PISA survey, which showed that Indonesian students' reading literacy score was only 371, far below the OECD average of 487 ([OECD, 2023](#)). This data indicates that literacy is not yet fully embedded in society, especially among the younger generation and marginalized communities.

Several previous studies have demonstrated a lack of in-depth understanding of literacy. This is in line with what was conveyed by [Thaharah & Batubara \(2025\)](#), that this phenomenon shows a gap between formal literacy skills taught in schools and the functional literacy needs required to face the challenges of the digital era. Moreover, young groups and marginalized communities in urban and suburban areas are the groups most impacted by this weak literacy culture. Limited access to relevant reading materials, low interest in reading, and the dominance of non-selective consumption of visual and digital media exacerbate the literacy crisis faced. Furthermore, research by [Husain \(2022\)](#) shows that the problem focuses on the lack of access and interest in reading among children in Pagersari Village, as well as how community-based literacy programs can empower local communities. The results of his research show that the empowerment process through the stages of preparation, assessment, planning, implementation, and evaluation has successfully increased literacy awareness, reading culture, creativity, and community independence. This is also in line with research by [Nurfidah et al. \(2022\)](#), which states that the main problem is low literacy rates in rural areas, not due to children's laziness but rather a lack of mentoring and supporting facilities. The solution is to build literacy based on local wisdom using village facilities and regional languages, thereby increasing children's motivation to learn and utilize reading gardens. [Firus \(2025\)](#) also argues that the problem is how to develop literacy that is relevant to students' lives and preserve local traditions and culture amidst globalization. Local culture-based literacy programs have proven effective in improving literacy skills and

shaping students' character through reading materials and activities that promote local values such as mutual cooperation, respect, and environmental conservation.

The Rumah Peradaban SNC Fannaz Community Library (TBM) has grown as a community literacy hub that embraces the local wisdom of Mandailing and Deli Malay in its materials and activities. Based on management records and initial observations (2025), the TBM focuses on: (1) curating folk/local stories, (2) cross-generational reading and storytelling activities, and (3) involving young volunteers. However, the Library faces a number of structural constraints common to community library collections: (a) limited local collections and a predominance of general grants; (b) unsystematic management capacity and program planning; (c) funding sustainability; (d) volunteer competency in developing cultural literacy content; and (e) suboptimal use of digital literacy for local content ([National Library, 2023](#); [Rahmah et al., 2024](#)).

Initial management data indicates relatively low and fluctuating visits. Conservative indications suggest visits of <50 visits/month, with peaks on weekends or during thematic activities. This figure indicates underutilization of services and underpins the need for more relevant, attractive, and structured programmatic interventions ([OECD, 2023](#); [UNESCO, 2016](#)). (Note: Final figures can be ascertained by recapping visitor logs from the last three to six months prior to publication of results.)

Strengthening local wisdom-based literacy at the SNC Fannaz Rumah Peradaban Community Learning Center (TBM Rumah Peradaban) aligns with two key SDG goals: SDG 4 (Quality Education) and SDG 11 (Sustainable Cities and Human Settlements), specifically targeting the preservation of local culture and heritage. The local literacy program not only improves the quality of education but also serves as a cultural safeguard against global homogenization. Furthermore, this program supports SDG 10 (Reducing Inequality/Disparities) by providing access to inclusive non-formal education for marginalized groups who have traditionally lacked access to formal literacy services. Thus, this initiative makes a multidimensional contribution to the Sustainable Development Goals (SDGs).

The literacy program implemented by TBM SNC Fannaz, which integrates Mandailing and Melayu Deli local cultures into reading materials, serves as a concrete illustration of the synergy between literacy development and cultural preservation. Nevertheless, this contribution still requires more rigorous academic documentation and in-depth scholarly inquiry in order to be systematically replicated in other regions.

The literacy program implemented by TBM SNC Fannaz, which integrates local Mandailing and Deli Malay culture into reading materials, serves as a concrete example of the synergy between literacy and cultural preservation. However, this contribution still requires academic documentation and more in-depth study for replication in other regions. There are three main gaps that justify this research. First, research on Community Reading Parks (TBM) in Indonesia is still predominantly descriptive, focusing on general reading interest, but relatively little examines the implementation of local wisdom-based literacy in depth and links it to SDG indicators ([Atmasari et al., 2024](#); [Rahmah et al., 2024](#)). Second, the evidence base on how local values (mother tongue, folklore, traditions) are integrated into program design, collection curation, and TBM service strategies is still limited, making it difficult to replicate across contexts. Third, a standardized yet contextual operational model for culture-based community-based learning centers (TBM) is not yet available, including performance indicators (outcomes/impacts) aligned with SDGs 4, 10, and 11.

Based on this background, this article aims to analyze in-depth the implementation of a local wisdom-based literacy program at the SNC Fannaz Rumah Peradaban Community Learning Center (TBM) and its contribution to achieving the SDGs, particularly SDGs 4, 10, and 11. The study was conducted by evaluating the program's strategy, the integration of cultural values into literacy materials, and community perceptions of its impact. Theoretically, this article contributes to enriching the discourse on community-based local literacy from a sustainable development perspective. This research opens up space for literacy development that is oriented not only toward technical aspects but also toward the socio-cultural dimensions of the community. Practically, the research findings are expected to guide TBM managers, library services, and policymakers in designing literacy programs that are adaptive and responsive to local needs.

Furthermore, it is hoped that these findings can be replicated in other TBMs throughout Indonesia as an inclusive literacy model that makes a real contribution to sustainable development.

2. Literature Review

Previous research serves as a reference to strengthen the theoretical foundation and demonstrate the position or novelty of a study. A review of previous research was conducted to identify similarities and differences with previous research related to this study. Several studies used as primary references have similarities and differences, as explained below.

The study by [Lusiana et al., \(2023\)](#), entitled "The Role of Social Inclusion-Based Community Reading Gardens in Supporting the Achievement of Sustainable Development Goals in Bandung Regency," emphasizes the role of social inclusion-based community reading gardens (TBM) in supporting the SDGs, particularly in community-based poverty alleviation efforts. Similarities with this study are that both highlight the role of TBM in supporting sustainable development goals. However, this study differs in that it focuses on the SNC Fannaz Rumah Peradaban TBM, based on local Mandailing and Deli Malay wisdom, with broader contributions to SDGs 4, 10, and 11. Thus, it offers a multidimensional perspective that focuses not only on social inclusion but also on improving the quality of education and cultural preservation.

[Thaharah & Batubara's \(2023\)](#) study, "The Role of SASUDE as a Child Literacy Self-Help Movement in Building the Sustainable Development Goals," discusses the contribution of the child literacy self-help movement on the banks of the Deli River, supporting SDG 4 (quality education), SDG 5 (gender equality), and SDG 10 (reducing inequality). Similarities with this study lie in the focus on literacy as an instrument for achieving the SDGs. The difference is that the SASUDE study emphasized the role of child self-help and gender equality, while this study emphasizes the integration of literacy with local Mandailing and Deli Malay culture, broadening its relevance to SDGs 4, 10, and 11.

[Husain's \(2022\)](#) study, "Community Empowerment through the Literacy Village Program at Rumah Baca Ceria," emphasizes the community empowerment process through the stages of preparation, assessment, planning, implementation, and evaluation. Similarities between Husain's and this study lie in the use of literacy as a means of community empowerment and improving quality of life. However, the differences lie in the scope and approach used. Husain's research focused more on empowering rural communities in general through literacy as a capacity-building tool, while this study focuses on the SNC Fannaz Rumah Peradaban Community Learning Center (TBM), which integrates literacy with local Mandailing and Deli Malay wisdom.

Based on a review of the aforementioned studies, several research gaps can be identified. First, scholarship on community reading centers (Taman Baca Masyarakat/TBM) in Indonesia remains predominantly descriptive in nature, emphasizing improvements in reading interest or social inclusion, while the integration of local wisdom-based literacy as a culturally responsive strategy has yet to be thoroughly examined. Second, research that connects local culture-based literacy practices with their contributions to multiple SDG targets simultaneously remains limited particularly with regard to SDG 4 (Quality Education), SDG 10 (Reduced Inequalities), and SDG 11 (Sustainable Cities and Communities). Third, few studies have explored how local wisdom-based literacy is experienced and interpreted by diverse community actors such as children, volunteers, and parents within the context of TBM as a non-formal learning space.

Accordingly, this study positions itself to address these gaps by conducting an in-depth analysis of the implementation of a local wisdom-based literacy program at TBM Rumah Peradaban SNC Fannaz and its contribution to SDG attainment at the community level. Unlike previous studies, the present research does not merely document program outcomes, but also examines the social and cultural dynamics as well as the implementation challenges of literacy within a local community context. Through this approach, the study aims to enrich the conceptual framework of culture-based literacy as a model of non-formal education that is contextual, inclusive, and sustainable.

3. Research Methodology

This study is a field research employing a qualitative approach with a case study design. This approach was selected as it enables the researcher to gain an in-depth understanding of local wisdom-based literacy practices within a real social context, specifically the implementation of a literacy program at the Community Reading Center (Taman Baca Masyarakat/TBM) Rumah Peradaban SNC Fannaz. The case study design aligns with the frameworks proposed by [Creswell \(2013\)](#) and [Yin \(2003\)](#), wherein this design is employed to explore the dynamics of community literacy programs, including social interactions, management processes, and the subjective experiences of the actors involved.

The primary subjects of this study were children actively participating in the literacy program at TBM Rumah Peradaban SNC Fannaz, totaling ten participants. Children were designated as primary subjects given their position as direct beneficiaries of the literacy program and as the principal target group of community-based literacy activities. In addition to the primary subjects, the study also engaged 12-15 supporting informants, comprising TBM administrators, literacy volunteers, participants' parents, and community figures who were directly involved in the planning and implementation of the literacy program. The inclusion of supporting informants was intended to obtain comprehensive perspectives on the planning, implementation, and impact of the program from multiple viewpoints.

Informant selection was conducted through purposive sampling, whereby informants were deliberately chosen based on their direct involvement and relevance to the research focus. The selection criteria included: (1) active involvement in the TBM program for a minimum of six months prior to the study; (2) familiarity with the local cultural values of Mandailing or Melayu Deli that are integrated into the program; and (3) willingness to provide information openly and in depth. The number of informants was determined flexibly until data saturation was achieved.

Data were collected through three primary techniques: in-depth interviews, participatory observation, and document analysis. In-depth interviews were conducted with both primary subjects and supporting informants to elicit their experiences, perceptions, and the meanings they attributed to local wisdom-based literacy. Participatory observation involved the researcher's direct engagement in literacy activities at the TBM to observe social interactions, activity dynamics, and the integration of local cultural practices within the literacy program. Document analysis was carried out by examining program documents, activity records, and literacy materials utilized at the TBM.

Data analysis was conducted interactively, drawing on the interactive analysis model proposed by [Miles, Huberman, and Saldaña \(2014\)](#), which comprises three principal stages: data condensation, data display, and conclusion drawing. During the data condensation stage, the researcher selected and categorized data derived from interviews, observations, and documentation into themes relevant to the research focus. The data display stage involved organizing findings into thematic narratives to facilitate the interpretive process. Subsequently, conclusions were drawn progressively through continuous verification of the data until consistent patterns and findings were established.

The trustworthiness of the data was ensured through triangulation and member checking. Triangulation was performed by cross-referencing data obtained from multiple sources including children, volunteers, administrators, and parents as well as from multiple data collection techniques, namely interviews, observation, and documentation. This process allowed the researcher to verify the consistency and reliability of the information gathered. Member checking was carried out by presenting preliminary research findings to several key informants, particularly TBM administrators and literacy volunteers. This involved sharing summaries of interview findings and initial interpretations for confirmation and clarification by the informants. The purpose of this process was to ensure that the researcher's interpretations were consistent with the informants' experiences and perspectives, while minimizing the risk of interpretive bias.

4. Results and Discussion

4.1. Overview of the SNC Fannaz House of Civilization Community Library as a Community Literacy Hub

The SNC Fannaz Rumah Peradaban Community Library (TBM Rumah Peradaban SNC Fannaz) was established in response to the low access to and quality of literacy in urban and suburban areas of Medan, particularly among children and adolescents who have not yet fully accessed formal education services. The initiative to establish this TBM stemmed from the community's awareness of the importance of alternative learning spaces that not only provide reading materials but also represent the local cultural values entrenched in the community. Since its inception, the SNC Fannaz Rumah Peradaban Community Library (TBM Rumah Peradaban SNC Fannaz) has been positioned as a community-based learning space that combines literacy, culture, and social empowerment, prioritizing a participatory and inclusive approach. Its presence is part of a grassroots literacy movement that aims to strengthen community capacity through contextual and sustainable non-formal education.

The target community of the SNC Fannaz Rumah Peradaban Community Library (TBM Rumah Peradaban SNC Fannaz) consists of school-aged children, adolescents, young volunteers, and the surrounding community from diverse social and cultural backgrounds. Children and adolescents are the primary focus of the literacy program because they are at a crucial stage in developing reading habits, critical thinking, and strengthening cultural identity. Meanwhile, volunteers mostly youth act as literacy facilitators, activity facilitators, and agents of transmission of local cultural values. The involvement of the surrounding community, including parents and local leaders, strengthens the character of the TBM as a collective learning space that is not separate from the community's social life but directly integrated with the dynamics of daily life.

4.2. Implementation of the Local Wisdom-Based Literacy Program at the SNC Fannaz Rumah Peradaban TBM

The implementation of literacy programs at TBM Rumah Peradaban SNC Fannaz is carried out through various activities, such as shared reading, storytelling, informal discussions, and the introduction of folklore and local cultural values. These programs are designed flexibly to accommodate the age, interests, and backgrounds of children as the primary participants in literacy activities.

The interview results indicate that children perceive local wisdom-based literacy activities as more engaging and easier to understand. One of the participating children stated:

"When the stories use local language or stories from the past, we understand them more quickly and don't get bored." (Child Interview, 2025)

This statement suggests that the integration of local cultural context in literacy activities can enhance children's engagement and interest in reading. In this context, literacy does not merely function as a means of knowledge transfer, but also as a process of building emotional connections between children and reading materials.

Furthermore, the implementation of literacy programs at TBM Rumah Peradaban SNC Fannaz reflects a shift in the role of volunteers from merely serving as technical assistants to becoming facilitators of cultural literacy. Young volunteers are not only responsible for reading texts or managing activities, but also act as intergenerational connectors, interpreters of cultural values, and agents of literacy transformation at the community level.

Through the active involvement of volunteers and the community, this local wisdom-based literacy program fosters a collaborative learning ecosystem, where literacy functions simultaneously as a medium for social empowerment and cultural preservation.

4.2.1. Forms of Local Wisdom-Based Literacy Programs

The Mandailing and Deli Malay folklore reading and storytelling program is one of the main forms of local wisdom-based literacy implementation at the SNC Fannaz Rumah Peradaban Community Learning Center (TBM Rumah Peradaban). This activity not only aims to improve children's reading skills but also introduces cultural values, local history, and traditional

community mindsets embodied in folklore. Through storytelling activities, reading texts are presented in a narrative and communicative manner, making them easier to understand and engaging for participants, especially children. This approach aligns with the view that literacy is a meaningful social practice rooted in the cultural context of its readers (Street, 2003). Folklore serves as a medium for literacy, connecting texts with the lived experiences of the community, thus inseparably entwining literacy with local cultural identity (Geertz, 1983).

Furthermore, the SNC Fannaz Rumah Peradaban Community Learning Center (TBM Rumah Peradaban) develops intergenerational literacy activities that involve children, parents, and local cultural figures in a shared learning space. This pattern allows for the natural transfer of knowledge and values from older to younger generations, while strengthening social bonds within the community. Parents and cultural figures act as living sources, enriching children's understanding of local stories, customs, and traditions. This practice reflects the principles of lifelong learning and community-based education, which place the community at the center of the literacy process (UNESCO, 2016; Atmasari et al., 2024). Thus, literacy occurs not only at the individual level but also becomes a collective process that strengthens social cohesion.

4.2.2. Integration of Local Wisdom in Literacy Materials and Activities

The integration of local wisdom into literacy materials at the SNC Fannaz Rumah Peradaban (Civilization Center) is realized through a curation process of a reading collection oriented towards local Mandailing and Deli Malay culture. Curation is not solely based on the availability of reading materials, but through a selection that considers cultural relevance, educational value, and the content's proximity to the lived experiences of the local community. The developed collection includes folktales, local historical stories, traditional narratives, and reading materials that reflect social practices and community values. This approach positions the collection as a strategic instrument in culture-based literacy, as contextual reading materials have proven more effective in fostering reading interest and participant engagement (Amin & Ritonga, 2024; Rahmah et al., 2024).

The use of regional languages and local narratives is a crucial strategy in the literacy process implemented at the TBM. Mandailing and Deli Malay are used flexibly in reading sessions, storytelling, and discussions, both as primary languages and as an introduction to explain the meaning of the text. This practice serves to affirm cultural identity while also facilitating participants, especially children, in understanding the reading content. Regional languages are positioned not as a barrier to literacy, but as a bridge to deeper and more meaningful understanding. This aligns with the view that effective literacy must take into account the learner's linguistic and cultural context (Kern, 2000; UNESCO, 2016).

4.2.3. Implementation Patterns and Management of Literacy Programs

The implementation pattern of literacy programs at TBM Rumah Peradaban SNC Fannaz is carried out through the stages of planning, implementation, and evaluation, which are flexible and adaptive to the dynamics of the community. The planning stage is generally conducted in a participatory manner by the program managers together with volunteers, taking into account the literacy needs of children as well as the cultural characteristics of the Mandailing and Melayu Deli communities. Literacy volunteers play a crucial role in bridging local cultural values with children's learning needs. They function not only as reading facilitators but also as cultural interpreters who adapt stories and literacy activities to align with the children's level of understanding.

Program planning is not always formalized in standardized documents; rather, it develops adaptively based on previous experiences and feedback from participants. A volunteer at TBM Rumah Peradaban SNC Fannaz stated:

"Sometimes we have to adjust the stories to match the children's age, without losing the cultural essence." (Volunteer Interview, 2025)

The implementation stage is then realized through activities such as reading sessions, storytelling, discussions, and both scheduled and incidental cultural activities. Program evaluation is conducted informally through joint reflection among managers and volunteers by assessing participation levels, participant responses, and the sustainability of activities, although structured performance indicators have not yet been applied (Miles et al., 2014; Creswell, 2013).

In practice, TBM managers hold a central role as program designers, activity coordinators, and custodians of the vision of local wisdom-based literacy. Volunteers, particularly young volunteers, act as technical implementers as well as facilitators of literacy interactions who engage directly with participants. Meanwhile, the community including parents and cultural figures serves as cultural partners who enrich literacy content and provide social legitimacy to the program. This collaborative pattern reflects a community-based literacy approach, in which program success is determined not only by the managers but also by the active involvement of all local stakeholders (Atmasari et al., 2024; Lusiana et al., 2023).

4.3. Contribution of Local Wisdom-Based Literacy Programs at TBM Rumah Peradaban SNC Fannaz to the Sustainable Development Goals (SDGs)

4.3.2. Contribution to SDG 4: Quality Education

The findings indicate that the local wisdom-based literacy program at TBM Rumah Peradaban SNC Fannaz contributes significantly to the achievement of SDG 4 (Quality Education), particularly target 4.3 (inclusive access to non-formal education) and target 4.6 (functional literacy for children and adolescents). The TBM functions as an open and inclusive non-formal education space, especially for children and adolescents from surrounding communities who have limited access to quality learning resources. Literacy activities at the TBM do not require academic selection or specific social backgrounds, thereby reflecting the no one left behind principle within the SDGs framework (UNESCO, 2016). A TBM manager emphasized:

“Here, children can come without fear of being judged as smart or not. What matters is that they are willing to read and learn together.” (TBM Manager Interview, 2025)

The contribution to SDG 4 targets is also evident in the increased reading interest and engagement of children in literacy activities. Based on observations and interviews, children who previously showed little interest in reading demonstrate higher engagement when reading materials are connected to folklore and local culture. This aligns with SDG target 4.6, which emphasizes improving functional literacy through approaches relevant to learners’ contexts (OECD, 2023). A volunteer stated:

“When the stories are about Mandailing or Melayu Deli traditions, the children are more enthusiastic; they often ask questions and request the stories to be read again.” (Volunteer Interview, 2025)

These findings suggest that culturally grounded literacy practices can enhance participants’ intrinsic motivation in the learning process.

In addition to increasing reading interest, the literacy program at the TBM also contributes to strengthening lifelong learning awareness, which is an integral component of SDG 4. Literacy is not perceived as a one-time activity, but as a habit gradually developed through social interaction and enjoyable learning experiences. Parents involved in intergenerational literacy activities reported that children begin to bring reading habits into their homes. One parent stated:

“Now my child often retells at home what they read at the TBM and even asks to be bought books.” (Parent Interview, 2025)

This indicates a transfer of literacy practices from the TBM environment to the family setting, thereby reinforcing a sustainable learning ecosystem (UNESCO, 2016).

The culturally contextualized learning approach implemented at the TBM is also aligned with the quality education indicators of SDG 4, which emphasize the relevance and meaningfulness of the learning process. The integration of folklore, local language, and traditional values makes learning more closely connected to participants’ lived experiences, so that literacy is not perceived as a rigid formal activity. From the perspective of New Literacy Studies, this approach underscores that literacy is a social practice rooted in culture and social relations (Street, 2003). Field findings show that children more easily comprehend reading materials when they are linked to traditions and stories familiar to them from an early age.

The contribution of TBM Rumah Peradaban SNC Fannaz to SDG 4 extends beyond normative claims about the importance of literacy and can be traced through empirical indicators such as increased participation in literacy activities, growing reading interest, and the development of lifelong learning awareness. The local wisdom-based literacy program has proven to expand access to inclusive and culturally relevant non-formal education, thereby strengthening the quality of education at the community level. These findings support previous studies highlighting that community-based and culturally grounded education plays a strategic role in achieving sustainable education goals (Lusiana et al., 2023; Atmasari et al., 2024).

4.3.3. Contribution to SDG 10: Reduced Inequalities

The findings indicate that the local wisdom-based literacy program at TBM Rumah Peradaban SNC Fannaz contributes directly to the achievement of SDG 10 (Reduced Inequalities), particularly target 10.2 (empowering and promoting the social inclusion of all) and target 10.3 (ensuring equal opportunity and reducing inequalities of outcomes). The TBM provides access to literacy for children and adolescents from marginalized communities who have long faced economic constraints, limited access to books, and inadequate learning support at home. Literacy activities at the TBM are free of charge, non-selective, and do not require specific social capital, thereby enabling marginalized groups to participate on equal terms. A TBM manager emphasized:

“Most children here do not have books at home, so we intentionally created this TBM to provide them with a learning space equal to that of other children.” (TBM Manager Interview, 2025)

This practice reflects a concrete effort to reduce disparities in access to education at the community level (UNESCO, 2016).

The contribution to SDG 10 is also evident in the role of the TBM as an alternative learning space outside the formal education system, which is often standardized and less responsive to the socio-economic conditions of learners. For some children, financial limitations, distance, and academic pressure prevent formal schooling from being fully inclusive. The TBM serves as a complementary space that is more flexible, welcoming, and contextually relevant. A volunteer stated:

“There are children who are less active at school, but at the TBM they are more confident to ask questions and share their thoughts.” (Volunteer Interview, 2025)

This finding suggests that the TBM contributes to reducing inequalities in learning outcomes by providing a more supportive environment, as emphasized in SDG target 10.3 on equal opportunity (OECD, 2023).

The community-based literacy practices implemented at TBM Rumah Peradaban SNC Fannaz also promote social inclusion by involving various segments of society regardless of age, educational background, or social status. Intergenerational literacy activities enable children, parents, and cultural figures to engage as equal participants in the learning process. This practice strengthens social relations and reduces the symbolic distance between groups that are often marginalized within formal educational settings. A community leader stated:

“In this TBM, no one feels superior or inferior; everyone learns together.” (Community Leader Interview, 2025)

This aligns with the principle of social inclusion in SDG 10, which emphasizes the full participation of vulnerable groups in social life (United Nations, 2015).

Furthermore, the use of local culture as the foundation of literacy contributes to reducing symbolic and cultural inequalities. Children from marginalized communities, who often feel inferior to dominant cultures, gain recognition for their own identities and lived experiences. From the perspective of New Literacy Studies, such literacy practices function as tools of social legitimacy by recognizing local literacy practices as valid forms of knowledge (Street, 2003). A parent stated:

“My child has become more confident because the stories they read are about our own culture.” (Parent Interview, 2025)

This finding indicates that local wisdom-based literacy not only reduces inequalities in access but also addresses inequalities in cultural recognition.

Overall, the contribution of TBM Rumah Peradaban SNC Fannaz to SDG 10 can be observed through empirical indicators such as increased access to literacy for marginalized groups, the availability of inclusive alternative learning spaces, and enhanced community participation in literacy activities. This community-based literacy program demonstrates how non-formal education can serve as a strategic instrument for reducing social and educational inequalities at the grassroots level. These findings reinforce previous studies highlighting the role of community reading centers in fostering social inclusion and reducing disparities through community-based literacy initiatives (Lusiana et al., 2023; Atmasari et al., 2024).

4.3.3. Contribution to SDG 11: Cultural Preservation and Sustainable Communities

The findings indicate that the local wisdom-based literacy program at TBM Rumah Peradaban SNC Fannaz contributes directly to the achievement of SDG 11 (Sustainable Cities and Communities), particularly target 11.4, which emphasizes strengthening efforts to protect and safeguard the world's cultural and natural heritage. Literacy at the TBM is not solely aimed at improving reading skills; rather, it is consciously positioned as a means of preserving the local cultures of Mandailing and Melayu Deli through texts, folklore, and narrative practices transmitted across generations. A TBM manager stated:

“If these local stories are no longer shared, children may grow up without knowing their own culture.” (TBM Manager Interview, 2025)

This practice demonstrates that literacy functions as an instrument of living heritage conservation, in line with the mandate of SDG 11.4 (United Nations, 2015).

Literacy as a means of cultural preservation is evident in the TBM's systematic efforts to incorporate folklore, traditional values, and local languages into reading and storytelling activities. Local culture is not merely presented as reading content, but also as a framework of meaning that is discussed and reflected upon collectively by participants. This expands the function of literacy from simple knowledge transmission to a process of internalizing cultural values. A volunteer explained:

“Children now understand the origins of stories and traditions, not just hearing them briefly from their parents.” (Volunteer Interview, 2025)

This finding highlights the direct relationship between literacy practices and the preservation of intangible cultural heritage, as emphasized in the SDG 11 framework (UNESCO, 2016).

The strengthening of community identity and collective memory is also a significant contribution of the TBM to sustainable community development. Through local culture-based literacy, communities particularly younger generations are encouraged to rediscover the histories, values, and cultural symbols that shape their collective identity. From a cultural anthropology perspective, collective memory plays a crucial role in maintaining social cohesion and community sustainability (Geertz, 1983). A community leader stated:

“With this TBM, children are no longer unfamiliar with our stories and traditions, so they develop a sense of pride as Mandailing and Melayu Deli people.” (Community Leader Interview, 2025)

This indicates that literacy contributes to strengthening local identity as a foundation for social sustainability.

TBM Rumah Peradaban SNC Fannaz also functions as a community space that supports sustainable development at the local level. It is not only a place for reading, but also a venue for social interaction, cultural dialogue, and community collaboration. This function aligns with SDG target 11.3, which emphasizes participatory and inclusive community planning and management. Intergenerational literacy activities and community involvement in program planning demonstrate that the TBM acts as a social node that strengthens the community's capacity to sustain both cultural and social life (Lusiana et al., 2023; Atmasari et al., 2024).

Overall, the contribution of TBM Rumah Peradaban SNC Fannaz to SDG 11 can be identified through empirical indicators such as the preservation of local cultural practices within literacy activities, the strengthening of community identity and collective memory, and the functioning of the TBM as an inclusive and sustainable community space. Local wisdom-based literacy has proven to be an effective strategy for integrating cultural preservation into everyday community development, rather than treating it as merely symbolic. These findings reinforce the argument that community-based non-formal education plays a strategic role in achieving sustainable cities and communities as outlined in SDG 11 (Rahmah et al., 2024; UNESCO, 2016).

5. Conclusion

This study demonstrates that TBM Rumah Peradaban SNC Fannaz functions as a community literacy hub that integrates literacy practices with the local wisdom of Mandailing and Melayu Deli cultures. Literacy is not merely understood as a technical ability to read and write, but as a social and cultural practice that shapes children's learning experiences and strengthens community engagement in non-formal education.

The implementation of local wisdom-based literacy programs at TBM Rumah Peradaban SNC Fannaz has proven effective in increasing children's reading interest and creating more contextual and meaningful learning experiences. The involvement of volunteers as both facilitators and cultural mediators emerges as a key factor in the success of the program. However, the findings also reveal several challenges, including the limited number of active volunteers, fluctuations in children's attendance, and the limited availability of culturally relevant reading materials. These challenges indicate that the success of community-based literacy programs is not linear, but is highly influenced by social dynamics and the availability of resources.

In relation to the Sustainable Development Goals (SDGs), the literacy program at TBM Rumah Peradaban SNC Fannaz contributes to SDG 4 by enhancing access to learning opportunities and fostering learning habits beyond formal education; to SDG 10 by providing inclusive literacy spaces for communities with limited access to learning resources; and to SDG 11 by strengthening the role of the TBM as a cultural space and a site of community social interaction. Nevertheless, these contributions remain largely qualitative and contextual, and are not yet supported by quantitatively measurable indicators. Moreover, the sustainability of these contributions to the SDGs still depends heavily on community initiatives and volunteer engagement, thus requiring more systematic institutional support.

From both theoretical and practical perspectives, this study underscores the relevance of the New Literacy Studies approach in understanding literacy as a social practice embedded in cultural contexts and community relations. The novelty of this study lies in the integration of literacy theory, local wisdom-based literacy practices, and the sustainable development framework within a comprehensive empirical analysis. The findings are expected to serve as a reference for TBM managers, policymakers, and future researchers in designing and developing inclusive, sustainable, and culturally grounded community-based literacy models.

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Authors' Contributions

M. Nawafil Hachi: Conceptualization; formulation of research goals and aims; data collection; data analysis and interpretation; writing original draft; review and editing of the manuscript. **Abdul Karim Batubara:** Supervisor

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