



## **MODEL OF EMPOWERING CHILDREN'S LITERACY AND NUMERACY BASED ON GEJARI (GEMAR BELAJAR PERIGI) INTERACTIVE MEDIA IN COMMUNITY READING CENTER**

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### **Abstrak**

*Program GEJARI (Gemar Belajar Perigi) merupakan kegiatan pengabdian kepada masyarakat yang bertujuan meningkatkan kemampuan literasi dan numerasi anak serta memperkuat kapasitas komunitas dalam menciptakan lingkungan belajar yang kreatif dan berkelanjutan di Taman Baca Perigi, Kota Depok. Kegiatan dilaksanakan menggunakan pendekatan partisipatif kolaboratif yang melibatkan mahasiswa, pengelola taman baca, dan anak-anak sebagai subjek utama program. Tahapan kegiatan meliputi identifikasi kebutuhan, perancangan dan pembuatan media pembelajaran interaktif, implementasi pembelajaran, serta evaluasi melalui observasi dan angket. Media yang dikembangkan terdiri atas Madpant Paper untuk pembelajaran numerasi, Boneka Jari untuk penguatan literasi, dan Replika Organ Tubuh Manusia untuk pengenalan sains dasar. Hasil kegiatan menunjukkan bahwa penggunaan media interaktif mampu meningkatkan partisipasi dan antusiasme anak dalam proses pembelajaran, mendorong keberanian bercerita, memperkuat pemahaman konsep numerasi dasar, serta meningkatkan motivasi belajar peserta. Selain itu, program ini juga meningkatkan kemampuan pengelola taman baca dalam memanfaatkan dan mengembangkan media pembelajaran secara mandiri serta mendorong terbentuknya kegiatan belajar kreatif yang berkelanjutan di lingkungan komunitas. Kontribusi utama pengabdian ini adalah menghasilkan model pemberdayaan literasi dan numerasi berbasis komunitas yang mengintegrasikan media interaktif, pembelajaran partisipatif, dan penguatan kapasitas mitra sehingga berpotensi direplikasi pada taman baca masyarakat dan komunitas belajar lainnya.*

**Kata kunci:** Literasi Numerasi, Media Pembelajaran Interaktif, Pembelajaran Partisipatif, Pengabdian Berbasis Komunitas.

### **Abstract**

The GEJARI (Gemar Belajar Perigi) program is a community service activity that aims to improve children's literacy and numeracy skills and strengthen the community's capacity to create a creative and sustainable learning environment at the Perigi Reading Center in Depok City. The activity was carried out using a collaborative, participatory approach, with students, reading park managers, and children as the main subjects of the program. The stages of the activity include identifying needs, designing and creating interactive learning media, implementing learning, and evaluating through observation and questionnaires. The media developed consisted of Madpant Paper for numeracy learning, Finger Puppets for strengthening literacy, and Human Body Organ Replicas for an introduction to basic science. The results of the activity showed that the use of interactive

media increased children's participation and enthusiasm in the learning process, encouraged courage to tell stories, strengthened their understanding of basic numeracy concepts, and increased participants' motivation to learn. In addition, this program improves the ability of reading park managers to independently utilize and develop learning media and encourages the formation of sustainable, creative learning activities in the community. The main contribution of this service is to develop a community-based literacy and numeracy empowerment model that integrates interactive media, participatory learning, and partner capacity building, and that has the potential to be replicated in community reading parks and other learning communities.

**Keywords:** Numeracy Literacy, Interactive Learning Media, Participatory Learning, Community-Based Service.

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## INTRODUCTION

Literacy and numeracy skills are basic competencies that determine the success of students in understanding information, thinking critically, and solving problems in daily life (Lasha et al., 2025). The results of the Programme for International Student Assessment (PISA) show that the reading and numeracy literacy skills of students in various countries are still an important concern in the development of education in the 21st century (Yuda et al., 2024). In Indonesia, students' literacy and numeracy achievements are also still below the OECD average, so the government continues to encourage the strengthening of basic competencies through various education programs and national literacy movements (OECD, 2023). These conditions show that improving literacy and numeracy is not only the responsibility of schools, but also requires the support of a wider learning environment, including families and communities.

Learning practices in the field still face a number of challenges. Many literacy and numeracy activities for elementary school-age children are still taking place conventionally, centered on educators, and with minimal use of interactive learning media (Triyani et al., 2025). As a result, children tend to have difficulty understanding abstract concepts, especially in numeracy and basic science materials (Nuraeni et al., 2025). Several studies show that the use of concrete media and experiential learning can increase learning motivation, student involvement, and understanding concepts more meaningfully (Lisnasari et al., 2025). However, the implementation of this approach remains limited to the school environment and has not been widely applied systematically in community learning communities, such as reading corners.

The Community Reading Corner (TBM) has strategic potential as an alternative learning space that supports the development of children's literacy and numeracy. However, many TBMs face limitations in educational media, accompanying resources, and learning models that can attract children's interest in active learning. Based on observations at the Perigi Reading Corner in Depok City, children showed high enthusiasm for creative activities, but still need assistance and learning media that integrate literacy, numeracy, and science in a

fun way. This condition requires an innovation of empowerment programs that not only provide learning media but also involve children and communities in the participatory learning process.

Various previous service activities generally focused on reading literacy assistance, numeracy training, or the provision of learning media separately (Igo et al., 2025; Jusniani et al., 2025; Fatmawati et al., 2025). However, there are still limited programs that integrate the strengthening of literacy, numeracy, and basic science through interactive media based on community participation. Therefore, the GEJARI (Gemar Belajar Perigi) Program was developed as a community-based empowerment model that combines three educational media: Madpant Paper for numeracy, Finger Doll for literacy, and Replica Human Body Organs for an introduction to basic science. The novelty of this program lies in integrating these three aspects of basic competencies into a single participatory learning activity that engages students, park managers, and children as active subjects in the learning process.

Based on this description, the purpose of this service activity is to improve children's literacy and numeracy skills by implementing GEJARI interactive media at the Perigi Reading Corner and to strengthen the community's capacity to create a creative and sustainable learning environment. This activity is expected to contribute to a community-based literacy and numeracy empowerment model that can be replicated in reading gardens and other learning communities as an alternative for strengthening children's basic competencies outside the formal school environment.

## **METHOD**

Community service activities in the GEJARI (Gemar Belajar Perigi) project are carried out using a participatory community engagement approach (McIntyre, 2008). This approach places the community and assisted participants as the main subjects at all stages of the activities, from planning and implementation to evaluation. The subject of service comprises two main groups: elementary school-age children who are active participants in learning activities at the Perigi Reading Park, and reading park managers who serve as partners in planning, mentoring, and evaluating activities. This activity is located at Taman Baca Perigi, Jalan Pahlawan No. 4, RT 4/RW 7, Kedaung Village, Sawangan District, Depok City, West Java. The selection of the location is based on the presence of community literacy facilities that are actively operating and the high level of social support from the surrounding community for children's educational activities.

From the initial stage, the mentoring subjects are directly involved in identifying needs and planning the program. The manager of the reading park participated in the discussion on determining the type of learning media relevant to the characteristics of the children in the area. Children also play an active role in



creative sessions such as drawing, coloring, and assembling simple props. This involvement aims to develop fine motor skills, foster creativity, and build a sense of responsibility for the teaching media they use.

In its implementation, GEJARI employs several key strategies. First, a creative educational approach that emphasizes hands-on learning by creating interactive, concrete teaching media. Second, a collaborative approach, which involves students, reading park managers, and students in the process of designing and implementing media. Third, a reflective-evaluative approach, which is carried out through observation and the dissemination of questionnaires to assess the effectiveness of the media and the level of participant satisfaction. Data were collected through participatory observation, activity documentation, and evaluative questionnaires, and then analyzed descriptively to assess the program's success.

The stages of implementing activities consist of five main steps. First, preparation and licensing, which includes location surveys, coordination with Reading park managers, and the management of activity permits. Second, socialization and planning, which is carried out through meetings with the community to determine the form and theme of teaching media. Third, the creation of educational media, where students and children create three types of media: Madpant Paper for numeracy, Finger Puppets for literacy, and Replicas of Human Organs for basic science introduction. Fourth, the implementation of learning media, in which the created media is used in learning activities at the reading park, with direct assistance and observation. Fifth, the evaluation and title of the work, which were carried out through a satisfaction questionnaire and observation of participants' responses, were then concluded with the Leadership Project Work Title activity as a form of dissemination of results to the public and the campus.

## **RESULTS AND DISCUSSION**

### **RESULT**

#### **Implementation of the GEJARI Program at Perigi Reading Park**

The GEJARI (Gemar Belajar Perigi) program was held at Perigi Reading Park in Depok City as an effort to empower children's literacy and numeracy through interactive learning media. The activity began with the observation and identification of partner needs, conducted with the manager of the reading garden. The observation results show that Perigi Reading Park has functioned as an alternative learning space for children in the surrounding area, but still faces limitations in learning media that can support literacy and numeracy activities in an interesting and interactive manner. Most of the learning activities are still dominated by reading books and simple learning assistance, so that children tend to quickly lose focus when facing abstract material, especially in the aspects of numeracy and understanding basic science concepts.

Based on these conditions, the service team, together with the manager of the reading center, developed the GEJARI program as a more contextual and participatory learning solution. The stages of program implementation include planning, socialization, development of learning media, implementation of learning activities, and program evaluation. At the planning stage, a group discussion was held with the manager of the reading park to determine the media format that best suited the participants' needs and characteristics. Furthermore, during the socialization stage, the service team introduced the concept of GEJARI to children and the surrounding community to build understanding and support for the program's implementation.

The next stage is the creation of interactive learning media, which is the main feature of the GEJARI program. The first media developed is Madpant Paper, a numeracy learning tool designed to help children understand multiplication and basic counting operations through games and visual activities. This media is made using simple, readily available materials, so it can be replicated independently by park managers and participants. Using Madpant Paper, the concept of numeracy that was previously considered difficult became more concrete and easier for children to understand.

The second media developed is the Finger Doll as a means of literacy learning. Finger Dolls are used in reading stories, role-playing, and simple communication exercises. The use of this medium aims to increase reading interest, enrich vocabulary, and build children's confidence in expressing ideas. Storytelling activities using Finger Dolls create a more enjoyable learning atmosphere, enabling children to be actively involved in the learning process. In addition to improving language skills, this media also fosters creativity and imagination among participants.

The service team developed a Replica of Human Body Organs as a medium to introduce basic science. This media is designed to help children get to know the structure and function of the body's organs through concrete and visual learning experiences. The use of replicas allows participants to directly observe parts of the human body, making the concepts learned easier to understand than through verbal explanations or pictures in books. The integration of basic science materials into the GEJARI program is intended to broaden children's horizons while strengthening the relationship among literacy, numeracy, and contextual knowledge.

One of the advantages of the GEJARI program lies in the high level of participation of participants and partners in all stages of activities. Children not only play the role of users of learning media but are also directly involved in the process of making, coloring, and assembling the media. This involvement provides a more meaningful learning experience while fostering a sense of ownership of the media produced. On the other hand, the manager of the Well Reading Park actively



participates in planning, activity assistance, and program evaluation. The collaboration creates a participatory learning atmosphere and strengthens the community's capacity to develop educational activities independently and sustainably.

Overall, the implementation of the GEJARI program has succeeded in presenting an interactive media-based learning model that actively involves various elements of the community. The synergy among the service team, the reading park manager, and the participating children is an important factor in ensuring the smooth implementation of the program while creating a learning environment that is more creative, fun, and focused on strengthening children's basic skills.

### **Improving Children's Literacy and Numeracy through GEJARI Interactive Media**

The implementation of the GEJARI program has led to positive changes in children's learning activities at Perigi Reading Park. Based on observations during the activity, participants seemed more enthusiastic about participating in each learning session than in the early stages of mentoring. Children who previously tended to be passive began to show the courage to participate in discussions, answer questions, and be actively involved in using the learning media that has been developed. The interactive and game-based learning atmosphere makes participants more focused and enjoys the learning process.

The use of Finger Doll media provides a learning experience that encourages children to be more active in reading and telling stories. During the activity, participants showed a higher interest in reading stories than in ordinary reading activities. Children seem more confident when retelling the story's content in their own language. In addition, the interactions that occur during storytelling activities also help participants get to know and use new vocabulary in daily communication. The observation results also showed that most participants understood the storyline and identified the moral messages in the readings used during the activity.

Similar developments can be seen in the numerical aspect. The use of Madpant Paper helps children understand counting operations through concrete, manipulative activities. Children seem to understand the concepts of multiplication and addition more easily because they can practice them directly through the medium used. During the learning session, participants showed increased confidence in solving simple problems and were able to use the media independently after receiving initial assistance. Learning activities that combine elements of play and hands-on practice also make participants more focused on completing the assigned numeracy tasks.

In addition to improving literacy and numeracy skills, the use of GEJARI interactive media also increases participants' involvement in the learning process.

Children not only play the role of media users but also participate in the process of making media. This involvement fosters a sense of belonging to the media used, thereby motivating participants to learn. This shows that participation-based learning can create a more meaningful and enjoyable learning experience for children. The results of the evaluation questionnaire administered at the end of the activity showed that the majority of participants responded positively to the implementation of the GEJARI program, as presented in Table 1.

Table 1. Results of the Participant Response Questionnaire to the GEJARI Program

No	Indicator	Percentage (%)
1	Children actively participate in reading activities	88
2	Improvement of new vocabulary used in storytelling activities	82
3	The courage to retell the content of the story using Finger Puppets	85
4	Ability to understand the content of the story	80
5	Ability to understand simple counting operations	84
6	Accuracy in answering simple numeracy questions	81
7	Ability to use Madpant Paper independently	87
8	Enthusiasm for participating in learning activities	90

The data shows that the GEJARI program received an excellent response from the participants. The high level of enthusiasm and satisfaction among participants indicates that the use of interactive media can create a more engaging learning environment and support the development of children's literacy and numeracy skills. These findings show that a learning approach integrating elements of play, creativity, and active participation can be an effective alternative for strengthening children's basic competencies in a community-based learning environment.

### Community Capacity Building and Program Sustainability

In addition to improving children's literacy and numeracy skills, the GEJARI program also strengthens the capacity of the learning community at Perigi Reading Park. This capacity strengthening is evident in the increasing ability of reading park managers to utilize interactive learning media to assist children's learning. Before the program was implemented, learning activities in the reading garden focused primarily on independent reading and assistance with school assignments. After receiving assistance through the GEJARI program, managers began to understand how to use learning media that are more creative, participatory, and aligned with the characteristics of elementary school-age children. Managers are not only able to operate the media that has been created but also to understand its functions and strategies for using it to support literacy, numeracy, and basic science learning.

Capacity building is also evident in managers' ability to modify learning media to meet students' needs. During the mentoring process, managers are



involved at every stage of media design and creation, gaining practical experience they can apply independently. Some managers said that the media used in the GEJARI program is relatively easy to make because it utilizes simple materials available in the surrounding environment. This condition provides an opportunity for managers to develop new media variations without relying on external help. Thus, the sustainability of the program depends not only on the existence of the service team but also on the community continuing it independently. The results of an interview with one of the managers at the Perigi Reading Center indicate an increased understanding of how to use interactive learning media. The resource person said:

"Previously, activities in the reading park were more about reading books or helping children do schoolwork. After the GEJARI program, we learned a more interesting way to teach using simple media. The children look more enthusiastic, and we also feel more confident to hold learning activities like this on a regular basis."

The statement shows that the program not only benefits students but also improves managers' competence in organizing more innovative learning activities. This ability is an important form of social capital for maintaining the program's sustainability after service activities are completed. The GEJARI program received positive support from the participants' parents. During the activity, several parents were also present to accompany the children and express their appreciation for the learning methods used. This support is evident in the increased participation of children in reading garden activities and the willingness of parents to encourage children to attend regularly in every learning session. Family involvement is an important factor in creating a conducive learning environment and supporting the sustainable development of children's literacy and numeracy.

One of the participants' parents said that the GEJARI program provides a different learning experience for children than the learning they usually get at school. In the interview, the interviewee stated:

"My son usually gets bored quickly when he learns to count, but after participating in this activity, he often tells stories about the games he used to learn. Even at home, he tried to teach his sister again. I think activities like this really help children learn in a fun way." (Interview of Parents of Participants, 2025).

The findings show that the impact of the program is not only felt during the activity but also carried over to the family environment through increasing children's interest in learning. This indicates that the program has succeeded in building a learning ecosystem that engages various elements of the community more broadly. As a form of program sustainability, managers and the community

jointly initiate routine learning activities that use the media produced by the GEJARI program. These activities evolve into weekend creative classes that provide space for children to learn to read, count, and engage in other educational activities in a more structured manner. The existence of this creative class is an important achievement because it shows that the media and methods introduced through the program can be used beyond the mentoring period.

The implementation of GEJARI also strengthens the Perigi Reading Park's role as a community learning center. Reading gardens are no longer seen as just places to read books, but have developed into spaces for social interaction, creative learning, and community empowerment. The increase in learning activities, the involvement of managers, parental participation, and the establishment of regular post-program activities indicate that community capacity strengthening has progressed well. Thus, the sustainability of the GEJARI program is highly likely to continue to develop and be replicated as a model of community-based literacy and numeracy empowerment in other community reading parks.

## **DISCUSSION**

The results of the activity showed that the use of interactive media in the GEJARI program increased children's involvement in the literacy and numeracy learning process. The increase in participation during the activity indicates that concrete, manipulative media are more readily accepted by elementary school-age children than learning that relies solely on verbal explanations. This finding is in line with Mukaromah, (2025) that knowledge is built through direct experience and active interaction with the learning environment. The use of Finger Puppets, Madpant Paper, and Replicas of Human Body Organs allows participants to gain a more contextual learning experience so that the concepts learned become easier to understand (Hasanah et al., 2025). These results also support the findings of Sinaga et al., (2023) who stated that the use of concrete media can help overcome difficulties in learning mathematics in elementary school students. In addition, research by Fitri et al., (2025) shows that strengthening literacy and numeracy is more effective when students are actively engaged in meaningful learning activities. Thus, interactive media in the GEJARI program serve not only as a learning aid but also as a means of creating a fun, student-centered learning experience.

The success of the GEJARI program can also be explained from a participatory learning perspective that positions participants as the main subjects in the learning process. Participants are not positioned as mere recipients of knowledge but as individuals capable of building their own understanding (Narpila, 2023). A similar view is also expressed by Yulianto et al., (2025), who explain that participatory communication is able to increase community involvement in various empowerment programs so as to produce more sustainable impacts. Therefore, the success of GEJARI is determined not only by



the quality of the media used but also by a participatory process that involves all elements of the community.

The GEJARI program shows that community reading gardens can be transformed into more dynamic community learning centers. So far, many reading gardens have functioned as providers of reading materials but have not fully developed into active, collaborative learning spaces. Through the GEJARI program, Taman Baca Perigi not only provides access to learning resources but also becomes a space for social interaction that encourages the development of children's literacy, numeracy, creativity, and social skills. These findings are in line with the concept of community learning centers, which place the community as the main actor in the development of community-based education (Saepudin et al., 2021). According to Farlina et al., (2025), learning that integrates various aspects of knowledge and real experience is able to create a learning environment that is more relevant to the needs of students. In addition, Laksana, (2024) explained that the use of interesting learning media can significantly increase participants' motivation and learning outcomes. Thus, strengthening the reading garden's role as a community learning space is one of the important contributions of the GEJARI program.

Compared with previous service activities, the GEJARI program has distinct characteristics. Most literacy service programs focus on increasing reading interest or providing reading assistance, while numeracy programs are more focused on numeracy training and solving basic math problems. On the other hand, introductory activities in basic science are usually conducted separately from literacy and numeracy programs. GEJARI presents a more integrative approach by combining these three aspects into a single interactive, media-based learning model and community participation. The integration of literacy, numeracy, and basic science allows participants to gain a more holistic learning experience because each competency supports the others in the process of forming critical thinking skills (Anggriani, 2024). This approach is also relevant to the needs of 21st-century education, which requires students not only to have the ability to read and count, but also to be able to understand information, solve problems, and adapt to increasingly complex learning environments (Amami et al., 2022).

Development of a community-based literacy and numeracy empowerment model that integrates interactive media, participatory learning, and strengthening the capacity of reading park managers in a series of activities. This program is not only oriented towards improving the competence of children as beneficiaries, but also strengthens the community's ability to continue the program independently after the service activities are completed. The involvement of reading park managers, parents, and students in every stage of the activity creates a sustainability mechanism that is one of the main challenges in many community service programs. Therefore, GEJARI can be seen as a model of community-based

educational empowerment that not only results in change at the individual level, but also strengthens the social capacity of the community in building a sustainable learning ecosystem. This model has the potential to be replicated in various community reading parks and other learning communities as a strategy to strengthen children's literacy and numeracy in a participatory and sustainable manner.

## **CONCLUSIONS AND SUGGESTIONS**

The GEJARI (Gemar Belajar Perigi) program has succeeded in increasing children's literacy and numeracy activities at the Perigi Reading Park through interactive learning media, including Finger Dolls, Madpant Paper, and Replicas of Human Body Organs. The implementation of the program shows that the use of concrete, creative, and participatory media can increase participants' involvement in learning activities, foster interest in reading, strengthen understanding of basic numeracy concepts, and create a more enjoyable learning atmosphere. In addition to impacting students, this program strengthens the capacity of reading park managers to develop and use learning media independently and encourages the formation of a more active and sustainable community-based learning environment. Thus, GEJARI can serve as a model for community-based literacy and numeracy empowerment, with the potential to be replicated in community reading gardens and other learning communities.

Although the GEJARI program has a positive impact on strengthening children's literacy and numeracy, this activity still has several limitations, including the relatively short duration of mentoring, the scope of participants limited to one community reading park, and an evaluation that is still dominated by observation and perception questionnaires, so that it cannot measure the improvement of participants' abilities more comprehensively. Therefore, further service activities are recommended to be carried out over a longer period by involving a larger number of participants and partners. In addition, it is necessary to develop more measurable evaluation instruments, such as literacy and numeracy assessments administered before and after the program, to analyze the impact of activities more objectively. The next service can also integrate digital technology and involve parents more actively, further strengthening the sustainability of programs and the learning culture in the family and community environments.

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