

## Community Empowerment Through PPK Ormawa To Strengthen Interest in Reading Rural Communities

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### Abstrak

Pengabdian kepada masyarakat adalah salah satu kegiatan utama organisasi mahasiswa (Ormawa) yang bertujuan mengembangkan kesadaran sosial, empati, dan solidaritas melalui pemanfaatan ilmu pengetahuan, teknologi, seni, dan budaya. Program Penguatan Kapasitas Organisasi Kemahasiswaan, yang didanai oleh Direktorat Jenderal Diklitristek, Kemendikbudristek, bertujuan meningkatkan kualitas Ormawa dan mengembangkan soft skills serta kompetensi mahasiswa dalam kepemimpinan, kerjasama, dan karakter Pancasila. Pada tahun 2023, HIMA PGSD/HIMMI Universitas Alma Ata menerima dana hibah untuk melaksanakan PPK Ormawa di Kalurahan Muntuk-Dlingo, Kabupaten Bantul, dengan fokus meningkatkan minat baca masyarakat pedesaan. Kegiatan ini mencakup bimbingan belajar untuk memperkuat literasi baca tulis, literasi numerasi, literasi sains, literasi budaya, dan kewarganegaraan. Metode Service-Learning (S-L) digunakan untuk mengintegrasikan pembelajaran akademik dengan pengabdian masyarakat. Selama empat bulan, kegiatan ini berhasil menciptakan lingkungan yang ramah baca, membentuk kelompok baca berkala, dan menyusun modul pembelajaran berbasis STEAM. Hasil post-test menunjukkan peningkatan signifikan, dengan tingkat ketuntasan meningkat dari 35% menjadi 96% dan nilai rata-rata kelas dari 64,28 menjadi 89,96. Kesimpulannya, PPK Ormawa berhasil meningkatkan pemahaman peserta tentang literasi dan numerasi, serta membangun lingkungan belajar yang mendukung pembelajaran sepanjang hayat. Rekomendasi kegiatan ini termasuk memperbarui konten literasi, memberikan pelatihan berkelanjutan, mengadakan kampanye literasi, berkolaborasi dengan lembaga pendidikan dan komunitas lokal, serta melakukan evaluasi rutin.

Kata Kunci: bimbingan belajar, penguatan kemampuan literasi/numerasi, service learning.

### Abstract

Community service is a key activity of student organizations (Ormawa) to foster social awareness, empathy, and solidarity through science, technology, arts, and culture. The Student Organization Capacity Strengthening Program (PPK Ormawa), funded by the Directorate General of Higher Education, Research, and Technology, aims to enhance Ormawa's quality and develop students' soft skills and competencies. In 2023, HIMA

*PGSD/HIMMI of Alma Ata University received a grant to implement PPK Ormawa in Kalurahan Muntuk-Dlingo, Bantul Regency, focusing on boosting reading interest in rural communities. The activities included learning guidance to strengthen literacy and numeracy, utilizing the Service-Learning (S-L) method. Over four months, the program created a reading-friendly environment, formed regular reading groups, and developed STEAM-based learning modules. Post-test results showed significant improvement, with mastery levels increasing from 35% to 96% and the class average score rising from 64.28 to 89.96. PPK Ormawa successfully enhanced participants' literacy and numeracy understanding and built a lifelong learning environment. Future recommendations include updating literacy content, providing continuous training, conducting literacy campaigns, collaborating with educational institutions and local communities, and regular evaluations.*

*Key Word: service learning, strengthening literacy/numeracy skills, tutoring.*

## 1. Introduction

Community service is one of the areas of student organisation (Ormawa) activities. This activity is a way to develop levels of social awareness, feelings of empathy and love for others, as well as expand the strengthening of feelings of human and national solidarity through the utilisation of science, technology, arts and culture and various other innovative actions carried out by students for and together (Afnan, 2019; Ardian et al., 2021; Muna, 2022; Sirait & Siahaan, 2020; Wahidah & Mahyidin, 2023).

This area of activity was then realised through one of its programs, namely the Student Organization Capacity Strengthening Program (PPK Ormawa), which was offered and received financial grant assistance from the Directorate General of Diktristek, Kemendikbudristek, Republic of Indonesia, in each fiscal year. This Ormawa PPK activity is carried out within the framework of improving the quality of Ormawa and developing soft skills and student competencies in organisational competence, leadership, cooperation and strengthening the character of Pancasila, defending the country, love of the homeland and nationality. This includes actively carrying out initiatives to participate in community development and empowerment (Idauli et al., 2021; Kosasih, 2016; Lestari & Kurniawati, 2023; Nastiti, 2023; Sailah et al., 2023; Zainullah et al., 2020).

Based on the letter from the Director of Learning and Student Affairs, Directorate General of Diktristek Kemdikbudristek Republic of Indonesia Number 2379/E2/DT.01.01/2023 dated 14 June 2023 regarding Recipients of 2023 PPK Ormawa Assistance, two Student Associations at Alma Ata University received financial grant assistance for the proposed activities they offered. In this connection, the PGSD Undergraduate Study Program Student Association (HIMA PGSD) and the PGMI Undergraduate Study Program Student Association (HIMMI) Faculty of Tarbiyah and Teacher Training (FITK) will be implementing PPK Ormawa activities in 2023. Meanwhile, the substance of the activities' implementation

focuses more on increasing and developing people's interest in reading in rural areas and realising that people can read and write literacy, numeracy literacy, scientific literacy, cultural literacy and citizenship to shape people into life-long learners (Alifa et al., 2023; Arifin et al., 2024). The Ormawa PPK initiated by HIMA is expected to develop scientific insight and abilities in rural communities to expand their understanding of literacy competence and social functional skills. In this context, the community can be explored and empowered optimally based on its potential to support the progress of the community in the area where they live, especially in strengthening literacy and numeracy. Meanwhile, the theme promoted in the PPK Ormawa activities is Strengthening Reading Interest through STEAM (Science, Technology, Engineering, Art, Mathematics) Based Literacy Corners.

Like other rural areas, Muntuk Village Bantul Regency still faces various classic obstacles and challenges caused by the uneven distribution of resources and the varying geographical conditions in each region. The problems that develop include the socio-cultural sector, the economic sector, the infrastructure sector, the natural resources and environment sector, and others. One is the issue of people's interest in reading, which has yet to increase due to various considerations. Even though overall, in the Bantul Regency area, the literacy rate in 2023 has reached 95.40% (BPS Kabupaten Bantul, 2023), the movement still needs to be completely distributed at the level of people's reading interest, especially in rural areas. Several data show a portrait of low interest in reading, including:

First, the average Reading Literacy Activity Index in Bantul Regency is at a value of 56.20 consisting of a value of 79.18 for the skill dimension, a value of 47.11 for the access dimension, a value of 59.29 for alternative dimensions and a value of 45.13 for cultural values. As mentioned above, the narrative can be interpreted as meaning that the people are already competent at reading at the technical and functional level. Still, this ability has yet to be utilised optimally as a habituation to provide additional knowledge, entertainment or carry out other expressions. Furthermore, they must still be considered literate/have a low interest in reading. It was further explained that the average reading activity in a week is only two to four times with reading time of less than two hours per day, only 35% of people carry out reading activities and interest and ability to buy books are still low, including those who only have a partial book collection small (Solihin et al., 2019).

Second, based on data from the 2022 Education Report, the results of literacy ability achievements based on education level in Bantul Regency include 61.53% for SD/MI/Equivalent education units, 59.00% for SMP/MTs/Equivalent education units, and 49, 26% for SMA/SMK/MA/equivalent education units. This data can mean that literacy skills are in a condition where they have yet to reach the minimum literacy competency fully. On the other hand, numeracy skills are still needless than encouraging. The results of numeracy ability achievements based on

level of education, including SD/MI/Equivalent education units, reached 46.67%, SMP/MTs/Equivalent education units reached 40.63%, and SMA/SMK/MA/Equivalent education units reached 41, 14%. This can mean that literacy skills are in a nuance that has yet to be encouraging due to not having reached the minimum competency in numeracy (Kementerian Pendidikan Kebudayaan Riset dan Teknologi Republik Indonesia, 2022).

This issue emphasizes the need for deeper interventions to enhance reading interest and improve literacy and numeracy skills in Kalurahan Muntuk, Dlingo District, Bantul Regency. These efforts can be realized through various strategies, including intensive literacy programs that encompass the provision of community libraries, reading clubs, and community-based literacy activities that encourage people to read more actively. Improving access to books is also crucial by providing easily accessible and affordable books through reading corners at the Village Hall, book donations, or collaborations with various communities. Vigorous literacy awareness campaigns are necessary to increase public understanding of the importance of literacy and numeracy and their long-term benefits for individuals and the community. Special support for early childhood and elementary school students experiencing difficulties in literacy and numeracy is also important, providing the academic and emotional support needed to help them reach their full potential. With these steps, it is hoped that reading interest and literacy and numeracy skills among the people of Kalurahan Muntuk can significantly improve, ultimately positively impacting the quality of life, regional development, and creating a more competitive society ready to face global challenges.

The Ormawa PPK framework, initiated by HIMA PGSD and HIMMI Alma Ata University and actualised in Strengthening Reading Interest through STEAM-Based Literacy Corners, is an effective solution for resolving District problems mentioned above. At a broader level, the Ormawa PPK activities, as referred to above, are a strategy for building an ecosystem of interest in reading and ensuring a culture of collaboration in the movement for reading in the community. In the context of implementation, the activity mediates the development and utilisation of the physical environment of interest in reading (availability of reading corners), the social and affective environment of interest in reading (active community participation) and the academic environment (strengthening interest in reading).

## 2. Method

The community service method used to realise PPK Ormawa through Strengthening Reading Interest through STEAM-Based Literacy Corners is utilising the Service-Learning (S-L) methodology. The basic essence of S-L is an approach that utilises the knowledge obtained from lectures by referring to the concept of experiential learning to be able to interact with society so that it can solve

various problems that develop in society. This S-L framework emphasises students' role in community service, taking full responsibility for the initiatives they actualise and trying to apply their knowledge in the field. Furthermore, there is a University-Community Partnership (KUM) relationship in the sense of integrating learning into community service activities with more emphasis on practical experience, academic learning and community involvement (Afandi et al., 2022).

The PPK Ormawa activities to strengthen reading interest through STEAM-Based Literacy Corners involved several key stages. First, potential mapping and observation were conducted to identify the capacities of HIMA PGSD, HIMMI, and the related kalurahan, including identifying literacy gaps in Kalurahan Muntuk. Following the mapping, a technical and functional program for strengthening reading interest was designed, aligned with the kalurahan's plans, taking into account environmental potential, local wisdom, and community participation. The preparation of tools, materials, and scheduling of activities was carried out by PPK Ormawa participants, involving individuals and local communities. The program was then socialized to the target community, including village officials and community institutions. The implementation of activities included technical guidance on strengthening literacy and numeracy skills to increase reading interest and providing bookshelves/book racks in the padukuhan halls.

The PPK Ormawa activities through Strengthening Reading Interest via STEAM-Based Literacy Corners were implemented in the form of Technical Guidance for Enhancing Literacy and Numeracy Skills for Early Childhood and Elementary School-Aged Children, involving 113 participants. These activities were conducted from June 22, 2023, to November 17, 2023, every Saturday and Sunday for four months, at the Village Halls in the five target hamlets, namely Banjarharjo II, Seropan II, Sanggrahan, Tangkil, and Karangasem in Muntuk-Dlingo Village, Bantul Regency. Additionally, each Village Hall was equipped with a reading shelf containing books tailored to the needs of the technical guidance participants.

To measure the success level of the activities, pre-tests and post-tests were administered to the participants. The data obtained were then processed using the Minimum Competency Criteria (KKM), with participants scoring  $\geq 75$  categorized as having individually achieved competency. Classical learning was deemed successful if  $\geq 85\%$  of the total participants reached individual competency in the class. The formula used to support the KKM is the Achievement Percentage Formula (Percentage Score Formula) with the formula  $NP = (R/SM) \times 100\%$ . This formula is used to convert raw scores obtained by participants in the pre-test and post-test into percentages, providing a clearer and more comprehensible depiction of the Technical Guidance participants' performance.

The calculation process begins with identifying the raw score (R) obtained by students from the pre-test or post-test. This raw score is the total points gained by participants based on their answers. Next, the ideal maximum score (SM) is determined, which is the maximum score that can be achieved on the test, typically reflecting a full or perfect score. The next step is to divide the raw score (R) by the ideal maximum score (SM) to obtain the ratio or proportion of the score achieved by the participants. This result is then multiplied by 100 to convert the ratio into a percentage. For example, if a student scores 85 out of 100 points, the percentage score is 85%.

The use of this formula allows for an objective evaluation of the improvement in students' literacy and numeracy skills after the guidance intervention. The calculation results are then used to determine the success of the intervention implemented in the pre-test and post-test. Thus, this formula provides a solid basis for measuring and comparing the Technical Guidance results before and after the intervention, as well as providing a clear picture of the effectiveness of the activities carried out. This formula, as explained by Purwanto (2020), offers an effective way to assess and interpret the results of technical guidance (pre-test/post-test).

### 3. Result and Discussion

Basically, the PPK Ormawa activity through Strengthening Reading Interest through STEAM-Based Literacy Corners conducted for four months in Muntuk-Dlingo Village, Bantul Regency, has successfully achieved the previously set outcomes. Although this activity was carried out every Saturday and Sunday, various positive outcomes were achieved, including the establishment of a reading-friendly physical environment, the creation of a social environment as a model for communication and literacy, and the realization of Pedukuhan Halls as literate academic environments. Various best practices were implemented by HIMA PGSD and HIMMI Universitas Alma Ata, which successfully raised student awareness to initiate more progressive rural development and community empowerment in the targeted villages.

The activities carried out in the implementation of PPK Ormawa through Strengthening Reading Interest through STEAM-Based Literacy Corners were realized in the form of technical guidance to strengthen community reading interest. The goal is for the people of Muntuk Village to have basic literacy skills such as reading and writing literacy, numeracy literacy, scientific literacy, cultural literacy, and citizenship. Ultimately, this is expected to make the community lifelong learners. The activities are also expected to support the government in addressing the issue of low literacy in rural communities and to revive continuous, massive, and sustainable literacy activities through the use of non-formal learning pathways.

The target audience includes early childhood and elementary school children, people with low literacy, and those who want to improve their literacy skills.

Literacy and numeracy skills strengthening activities were conducted in six hamlets through mentoring platforms. The children were taught and guided in strengthening letter, word, and sentence recognition, as well as reading and storytelling. They were also guided to understand the role, function, and benefits of counting through play techniques involving calculations and numbers. In this context, periodic reading groups were initiated and realized, and STEAM-based literacy and numeracy learning modules were prepared and created to support the strengthening of reading and numeracy literacy skills.

At the technical and functional levels, HIMA PGSD and HIMMI carried out several implementation procedures to utilize literacy and numeracy skill strengthening, including: First, the preparation stage (engagement) aimed at raising awareness and motivating activity participants to commit and actively participate in technical guidance for strengthening reading and numeracy skills. Second, the implementation stage involved increasing reading interest and teaching reading techniques to early childhood and elementary school children. This stage aimed to foster interest in reading materials, awareness of reading materials, letter knowledge, and phonemic awareness. Participants were also taught silent and loud reading, retelling reading materials, and completing fundamental arithmetic operations. The methods used in mentoring activities emphasized lectures, demonstrations, practice, and assignments. Thus, mentoring participants became more proficient in mastering letter knowledge, phonemic awareness, vocabulary enrichment, reading fluency, comprehension of reading content, and arithmetic operations. Third, the assessment stage involved conducting pre-tests and post-tests. Thus, the essence of the roles and functions of HIMA PGSD and HIMMI is to provide educational learning services, facilitate the development of participants' potential, and actively participate in a literacy-friendly learning environment.

The management framework and strategies utilized in the learning activities align with the strategies for strengthening literacy and numeracy in the School Literacy Movement, through habituation, development, and learning patterns. The habituation pattern emphasizes the conditioning of a literacy-rich physical environment. In this position, various efforts are made to increase the love of reading, enhance skills to understand reading materials, boost self-confidence to become good readers, and develop the use of various library resources. Additionally, efforts are made to train participants' skills in responding to books, both orally and in writing, empower communicative relationships among participants and with their mentors, train participants' skills to think analytically, critically, creatively, and innovatively, and encourage participants to seek connections between reading materials and their surrounding environment. At the learning stage, it is expected to expand the development of comprehension skills

and create connections with personal experiences to shape lifelong learners and construct critical reasoning skills.

The strategy implemented related to Literacy Corners supports two dynamics in strengthening literacy, namely early literacy and initial literacy. Early literacy creates skills and abilities for the community to listen and understand spoken language and carry out effective communication using pictures and speech, built on good practices when interacting with their social environment, and serves as the foundation for learning using the mother tongue. Initial literacy, on the other hand, aims to develop participants' abilities as listeners, speakers, readers, writers, and analysts. It relates to analytical skills and abilities in making various calculations, perspectives, and interpreting information images based on each participant's knowledge and decision-making level (Wiedarti et al., 2018). At this stage, participants are conditioned to be able to read and read fluently.

This statement aligns with the results of the pre-test and post-test conducted. At the beginning of the technical guidance, a pre-test was conducted for 113 people, and only 40 participants (35%) managed to reach the mastery criteria, while 73 participants (65%) did not. The average class score was only 64.28, which is still lower than the expected standard mastery score of around 75. This shows that the learning outcomes of participants in the technical guidance for strengthening literacy and numeracy skills were still at a low level (pre-test).

Over four months, every Saturday and Sunday, capacity strengthening interventions were conducted through technical guidance. The post-test evaluation showed a significant increase. Mastery reached 96% with an average score of 89.96, and most students managed to achieve scores above the minimum mastery criteria. This data shows that technical guidance participants have a better understanding of letter knowledge, phonemic awareness, vocabulary enrichment, reading fluency, comprehension of reading content, and numeracy skills used in everyday life, including numbers, addition, subtraction, multiplication, and division.

The results of the pre-test and post-test in the technical guidance for strengthening literacy and numeracy skills show a significant improvement, with mastery levels increasing from 35% to 96% and the class average score from 64.28 to 89.96, reflecting that participants have gained a deeper understanding of various aspects of literacy and numeracy. This improvement includes knowledge of letters involving the effective recognition and use of the alphabet, phonemic awareness involving the ability to recognize and differentiate sounds in words, vocabulary enrichment enhancing participants' ability to understand and use words in various contexts, and reading fluency demonstrating the ability to read quickly and accurately. Additionally, the increased comprehension reflects participants' ability to better understand and analyze text content, while numeracy skills used in daily life, including numbers, addition, subtraction, multiplication, and division, show

that participants have mastered essential mathematical concepts important for everyday life.

Here are some photos illustrating the activities of the PPK Ormawa program through the Strengthening Reading Interest initiative using STEAM-Based Literacy Corners. The first image shows community engagement where members of HIMA PGSD and HIMMI explain the benefits of the program to parents and local leaders, highlighting the importance of community support in promoting literacy. The second image features a reading session, where children sit in a circle, attentively listening to a story being read aloud, fostering a love for reading from an early age. The third photo shows children involved in storytelling and writing exercises, where they are encouraged to write their own stories, thereby enhancing their literacy and creative skills. The fourth image depicts numeracy skills training, where children practice basic arithmetic through engaging activities, using educational tools and games to make learning math fun and interactive.



**Figure 1.** Numeracy Literacy Tutoring

#### **4. Conclusion**

Over four months, the PPK Ormawa program's Strengthening Reading Interest initiative using STEAM-Based Literacy Corners in Kalurahan Muntuk-Dlingo, Bantul Regency, successfully achieved its objectives. Conducted every Saturday and Sunday, the program created a reading-friendly environment, established a model social setting for communication and literacy, and transformed Balai Pedukuhan into an academic hub. HIMA PGSD and HIMMI Alma Ata University fostered student awareness for rural development and community empowerment. The program provided technical guidance to equip residents with basic literacy skills, targeting early childhood and elementary school-aged children, as well as individuals with low literacy skills. It formed regular reading groups and developed STEAM-based literacy and numeracy modules, significantly improving post-test mastery levels from 35% to 96% and raising the class average score from 64.28 to 89.96. HIMA PGSD and HIMMI played a pivotal role in delivering educational services, developing participants' potential, and fostering a literacy-friendly learning environment in line with the School Literacy Movement strategy, supporting early and emergent literacy.

To enhance the effectiveness of the PPK Ormawa activities through the Strengthening Reading Interest Program using STEAM-Based Literacy Corners, several key recommendations are necessary. Firstly, continually update and expand the literacy content to keep it relevant and engaging, especially for the younger generation. Secondly, consistently update and expand training and technical guidance to include digital literacy technology, creative writing skills, and media literacy. Thirdly, conduct broader and more engaging literacy campaigns to increase public awareness and interest, involving community leaders and utilizing social media. Fourthly, build closer collaborations with educational institutions and local communities to ensure sustainability and a broad impact. Lastly, regularly evaluate the program's effectiveness to identify areas for improvement and ensure objectives are met. Implementing these suggestions will help the PPK Ormawa program more effectively address literacy challenges in rural areas and significantly contribute to the development of a literate, independent, and prosperous community.

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attention. Hopefully, this activity will become a good initiative and practice for rural development and community empowerment in this village and other areas.

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