

Community-Based Literacy Programs as Innovations for Educational Equity: A Thematic Literature Review

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ABSTRACT: *This thematic literature review examines the contribution of community-based literacy programs in addressing educational inequality and promoting inclusive learning practices. The study was conducted through a thematic literature review of 20 scientific articles published between 2015 and 2025, obtained from Google Scholar, Scopus, and SINTA databases. Data analysis was conducted using Atlas.ti to identify five recurring themes: community participation, program innovation, access for vulnerable groups, sociocultural impact, and sustainability strategies. The findings highlight that Community Reading Gardens (TBM) not only serve basic literacy needs but also act as inclusive, context-sensitive, and transformative learning spaces. Resource constraints and structural barriers have led to the emergence of participatory and adaptive approaches that effectively reach marginalized groups. This study contributes conceptually to understanding community literacy as a form of socially relevant innovation and recommends strengthening and integrating these programs into inclusive and collaborative policies, thereby optimizing their role in supporting a fair, adaptive, and sustainable national education system.*

Keywords: *community literacy, educational equality, community reading parks.*

ABSTRAK: Tinjauan pustaka tematik ini mengkaji kontribusi program literasi berbasis komunitas dalam mengatasi ketimpangan pendidikan dan mendorong praktik pembelajaran yang inklusif. Penelitian ini dilakukan melalui tinjauan pustaka tematik terhadap 20 artikel ilmiah yang diterbitkan antara tahun 2015 hingga 2025, yang diperoleh dari basis data Google Scholar, Scopus, dan SINTA. Analisis data dilakukan menggunakan Atlas.ti untuk mengidentifikasi lima tema utama yang berulang, yaitu partisipasi komunitas, inovasi program, akses bagi kelompok rentan, dampak sosiokultural, dan strategi keberlanjutan. Temuan penelitian menunjukkan bahwa Taman Bacaan Masyarakat (TBM) tidak hanya berfungsi untuk memenuhi kebutuhan literasi dasar, tetapi juga berperan sebagai ruang belajar yang inklusif, peka terhadap konteks, dan bersifat transformatif. Keterbatasan sumber daya dan hambatan struktural mendorong munculnya pendekatan partisipatif dan adaptif yang efektif dalam menjangkau kelompok marginal. Studi ini memberikan kontribusi konseptual dalam memahami literasi komunitas sebagai bentuk inovasi yang relevan secara sosial serta merekomendasikan penguatan dan integrasi program-program tersebut ke dalam kebijakan yang inklusif dan kolaboratif guna mengoptimalkan perannya dalam mendukung sistem pendidikan nasional yang adil, adaptif, dan berkelanjutan.

Kata kunci: literasi komunitas, kesetaraan pendidikan, taman bacaan masyarakat

INTRODUCTION

Education is a fundamental human right and the cornerstone of social, economic, and cultural development. This is guaranteed by (Law 20 of 2003 concerning the National Education System 2003), which states that every citizen has

the right to a fair and equitable quality education. However, to this day, disparities in access to and quality of education remain a serious issue, particularly among marginalised groups such as rural communities, indigenous communities, low-income families, and students from nonformal education pathways. These disparities not only hinder human resource development but also reinforce the cycle of structural poverty and intergenerational social inequality (Anwar, 2022; Sihombing, 2023).

According to the results of the Programme for International Student Assessment (PISA 2022), Indonesian students ranked 69th out of 81 countries in reading, mathematics, and science. This finding indicates that most students have not achieved the minimum competency in basic literacy. Low literacy levels not only reflect the weakness of the education system but also indicate a lack of preparedness to face global challenges and rapid technological developments.

National data, such as the Reading Literacy Activity Index, also show that Indonesians' interest in reading remains low. A study by the (Ministry of Education and Culture, 2019) reveals that most Indonesian children lack regular access to quality reading materials outside of school. The lack of a reading culture, limited access to libraries at home, and the scarcity of public spaces for literacy activities exacerbate educational challenges.

In addition, geographical limitations, lack of educational resources, and weak inclusive policies have exacerbated the literacy crisis in many regions. Literacy is not just the ability to read and write, but a fundamental skill that enables individuals to actively participate in modern society. In this context, literacy also encompasses the ability to understand information, think critically, and access information technology (Choudhary & Bansal, 2022).

When the formal education system has not been able to reach all levels of society, alternative initiatives have emerged from the community in the form of community-based literacy programs. This is in line with Minister of Education and Culture Regulation No. 23 of 2015 concerning the Cultivation of Character, which emphasises the importance of involving families and communities in supporting children's learning processes. In this context, the existence of community-based literacy programs holds strong relevance as a concrete implementation of constitutional mandates and national policies to reach groups that the formal education system has not adequately served.

Community-based literacy programs take various forms, such as Community Reading Gardens (TBM), reading houses, informal reading communities, and other creative learning spaces. These initiatives emerge from local needs and are managed independently by the community. Beyond simply improving literacy skills, these programs serve as multigenerational learning spaces, centres for preserving local culture, and tools for social empowerment (Apriani et al., 2023; Mulianingsih et al., 2022).

The strategic role of TBM and communities in inclusive education is also increasingly recognised. By promoting multicultural values, encouraging collaboration

among schools, communities, and educational institutions, and strengthening the capacity of teachers and parents, TBM has become a vital bridge in creating a learning environment that supports diversity (Kinanthi et al., 2024; Sarnita & Andaryani, 2023). Community literacy also plays a crucial role in enhancing digital literacy, increasing awareness of inclusive education, and providing support for students with special needs (Fajriyani et al., 2023).

Furthermore, community literacy also has great potential in supporting broader social transformation. When linked to issues such as public health, women's empowerment, or strengthening local cultural identity, community literacy acts as a driving force for social innovation and strengthening community cohesion (Fahmy et al., 2022; Lee & Mamerow, 2019; Maspul, 2024). By strengthening literacy skills across various fields, communities cannot only collectively address challenges but also create a more equitable, inclusive, and sustainable environment.

Within this framework, this article contributes to the scientific literature by mapping 20 community literacy studies published over the past decade to identify patterns of contribution, context, and implementation challenges. Additionally, a thematic coding approach was used with Atlas. Ti software was employed to strengthen the validity of classifications and enable deeper analysis. Thus, this study not only presents a literature review but also establishes a new conceptual foundation for positioning community literacy as an inclusive, adaptive, and sustainable social practice within the education system. The results of this study are expected to serve as a reference for researchers and policymakers in designing locally based literacy interventions that are relevant to the needs of marginalized communities.

METHODS

This study employed a thematic literature review method, focusing on 20 scientific articles published between 2015 and 2025. The inclusion criteria were: (1) the article discusses community-based literacy programs, (2) it relates to themes of equity, inclusion, or empowerment, and (3) it provides contextual or empirical data relevant to Indonesian literacy landscapes.

Articles were retrieved from databases including Google Scholar, Scopus, and SINTA using search keywords such as “community literacy,” “TBM,” “educational equity,” and “non-formal education.” Each article was imported into Atlas.ti 9 software for systematic thematic coding. The analysis followed an inductive-qualitative approach by identifying emerging patterns and categorizing them into five overarching themes: (1) community roles, (2) program innovation, (3) access for vulnerable groups, (4) sociocultural impact, and (5) sustainability strategies.

Triangulation was conducted by comparing coding results with conceptual frameworks from community education literature and by rechecking data among team members to ensure reliability. This approach allows for a deep, reflective synthesis of how community literacy functions as a contextual social innovation.

Limitations include reliance on published articles only, potential bias from Indonesian-centric studies, and lack of primary field data to complement thematic interpretation..

RESULTS AND DISCUSSION

Results

In understanding the thematic patterns that emerged from this literature review, 20 scientific articles were systematically reviewed using a thematic literature review approach. Each article was analyzed based on its objectives, methods, main findings, and theories used. The initial analysis results were compiled into the following thematic table:

Table 1. Thematic Summary of Scientific Articles of Community-Based Literacy Program

No	Article Title	Author & Year	Key Findings	Category Theme
1	<i>Community-Based Literacy Innovation for Equity: SWOT and Innovation Chain Analysis</i>	Prahestiwi et al., 2021	TBM encourages community collaboration, cultural preservation, and social innovation despite institutional threats.	1, 2, 5
2	<i>Financial Literacy in The Community Reading Park Teras Baca Guyub Rukun Indonesia</i>	Ramadhan et al., 2021	TBM is a center for the development of citizens' financial literacy, strengthening social interaction, and increasing people's interest in reading.	1, 2, 4
3	<i>The Role of Management of TBM in Increasing the Motivation of Adults to Read with an Andragogical Approach</i>	Fauzi & Nurhayati, 2025	Adult learning-based TBM is effective in increasing people's motivation and learning independence.	1, 3
4	<i>The Effectiveness of TBMs in Promoting a Culture of Literacy in the Digital Age</i>	Maruhawa et al., 2025	The TBM still lacks digital facilities, and community participation is low; therefore, promoting and digitising services are needed.	2, 5

5	<i>Increasing Reading Interest and Literacy through the TBM Program in Gempol Village</i>	Rubiyad & Fajriyah, 2025	TBM increases interest in reading and community participation, providing an inclusive and creative community literacy space.	1, 3, 4
6	<i>The Role of Community Reading Parks (TBM) in Literacy Improvement: A Literature Study</i>	Atmasari et al., 2024	TBM promotes a culture of reading through various community-based activities.	1, 2, 3, 4, 5
7	<i>Literacy-Based Community Empowerment: A Case Study of TBM Matahari Indonesia Kediri</i>	Agustiani & Wicaksono, 2021	TBM provides a space for children to express themselves and develop their talents; constraints include human resources and funding.	1, 3, 5
8	<i>The Role of TBM Pagon Sinau in Children's Literacy Education in Jayan Hamlet</i>	Purwanto & Lestari, 2020	TBM effectively increases children's interest in reading, high community participation, and minimal structural support.	1, 3, 5
9	<i>Reviving Children's Literacy Enthusiasm Through TBM in Citapen Village</i>	Abhyasa et al., 2024	Children are more interested in reading; residents are enthusiastic; a management structure has been formed.	1, 2, 4
10	<i>Editorial Changes and Challenges in a Growing Field: A Conversation about Community Literacy Journal</i>	House & Feigenbaum, 2025	Community literacy requires academic and nonacademic spaces; the importance of alternative genres (creative, narrative).	5
11	<i>The Role of the Juwana Literacy Space Community in Community Empowerment</i>	Adhimi et al., 2019	The community is involved through book stalls, art exhibits, discussions, poetry readings, and literacy collaborations.	1, 2

12	<i>The Role of TBM Bersaudara in Supporting Shared Spaces for Residents</i>	Mulyani, 2024	TBM creates a shared space for children and the community, enhancing creativity, positive behaviour, and quality of life.	1, 4
13	<i>Innovations in Community Reading Garden (TBM) Activities</i>	Pramudyo et al., 2018	TBM organises various creative activities, including discussions, competitions, and training sessions.	2
14	<i>Management of the TBM PPLG Program in Enhancing Literacy Culture</i>	Nurohayati et al., 2023	TBM is managed using the POAC model and has a positive impact on improving community literacy culture.	1, 5
15	<i>The Role of the "Pustaka Sarwaga" Community in Early Literacy in Semarang City</i>	Kurniasari & Arfa, 2020	The community plays a role through reading points, storytelling, storytelling campaigns, and collaboration.	1, 3
16	<i>Community Perceptions of Community Reading Gardens (TBM) as a Means of Knowledge and Skills at SKB 1 Tanah Datar</i>	Arya & Marlina, 2024	Positive perceptions, especially in affective aspects, are evident. TBM is considered to have potential as a learning centre, but requires improvement in book collections and development strategies.	4, 5
17	<i>Innovation of Library Gardens as Green Spaces to Foster Community Reading Interest</i>	Mahipal et al., 2024	The role of open-air reading parks is to improve literacy and act as a synergy for community economic improvement.	1, 3
18	<i>Optimisation of the Wadas Kelir Creative House Community</i>	Nugroho et al., 2024	The role of TBM in strengthening digital literacy, sustainability strategies, and sociocultural impacts.	2, 4, 5

19	<i>The Role of Community Reading Gardens (TBM) in Building a Literacy Culture Based on Local Wisdom in Padang Panjang City</i>	Afrina & Irwan, 2022	Innovative TBM programs focused on literacy culture based on local wisdom in Padang Panjang City.	2
20	<i>The Role of the Pustaka Ballak Kana Community Reading Garden in Increasing Reading Interest</i>	Nasrullah, 2022	Innovative literacy activities and challenges faced by TBM in implementing programs.	2, 5

Based on a thematic analysis of 20 scientific articles on community-based literacy programs, five main themes were found that became the conceptual framework for this research, namely: (1) community roles, (2) program innovation, (3) access for vulnerable groups, (4) socio-cultural impacts, and (5) sustainability strategies. The coding process was carried out using ATLAS-ti software, with key quotes from each article categorised into the respective theme categories. The results are visualised in the Community Literacy Thematic Code Network (Figure 1), which shows the structural relationships between themes and sub-themes.

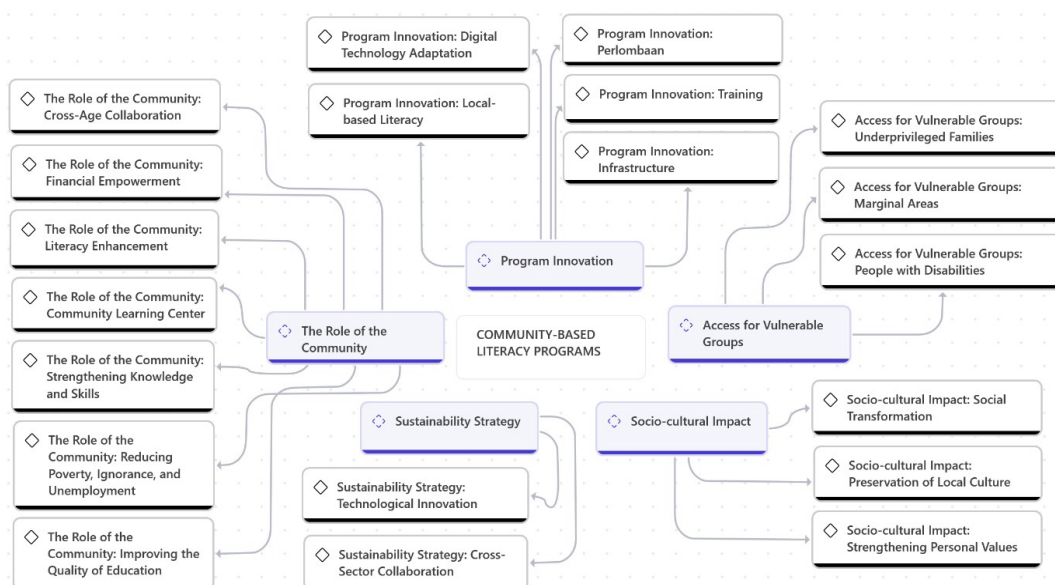


Figure 1. Community Literacy Thematic Code Network Visualization

This visualization shows the structural relationships between the main themes and sub-codes derived from the quotes in the 20 reviewed articles. Each theme groups several sub-themes that represent the diverse contexts of community literacy.

Connections between codes also indicate interrelationships between dimensions, such as those between program innovation and community participation, or between sustainability strategies and access for vulnerable groups.

Discussion

The Role of the Community in Promoting Literacy

The role of the community in promoting literacy is very significant, especially amid efforts to improve the quality of education and reading awareness among the public. One concrete manifestation of community participation is the presence of Community Reading Parks (TBM), which not only serve as providers of access to reading materials but also as spaces for social interaction, creativity, and collaboration across age groups and backgrounds (Prahestiwi et al., 2021; Ramadhan et al., 2021).

National legal foundations reinforce the presence of TBM as a non-formal educational institution. Law No. 20 of 2003 states that non-formal education encompasses educational units, such as study groups, community learning centres, and similar entities, that conduct independent reading and learning activities. This support is clarified through Law No. 43 of 2007, which emphasizes that the government, local governments, and the community have a responsibility to encourage and support the existence of TBMs to promote a culture of reading.

Community involvement in the management and development of TBMs is not merely a social initiative but part of a shared responsibility in building a sustainable literacy culture. As stated by (Putri et al., 2024), literacy is a crucial form of empowerment in reducing illiteracy, poverty, and unemployment. Therefore, TBMs should not only function as reading spaces but must also expand their programs to include digital literacy, practical skills, and entrepreneurship.

In this context, TBM embodies the spirit of cooperation, solidarity, and community empowerment (Mulyani, 2024). Various studies also confirm that TBMs are a means of expanding access to education, supporting the strengthening of knowledge and skills, and strengthening social bonds between citizens (Arya & Marlini, 2024; Mahipal et al., 2024; Nugroho et al., 2024). Through a communitybased asset development approach, literacy models can be tailored to local needs and potential. As stated by (Panjaitan et al., 2023), communities can effectively address local needs and issues through participatory and socially trusting approaches.

This approach emphasizes that the availability of facilities does not solely determine the success of TBMs, but rather the strengthening of social capital as the foundation for sustainability. For example, the Panggon Sinau TBM in Jayan Hamlet was built through the initiative of the community and students, utilizing a mutual

assistance approach. “The establishment of the TBM was carried out through cooperation in front of the house of a resident who donated his land for the establishment of the Panggon Sinau TBM” (Purwanto & Lestari, 2020). This story demonstrates that the support of the local community is crucial to the sustainability of TBMs, not only in terms of establishment but also in terms of maintenance and program development.

Additionally, TBMs also play a strategic role in uncovering individual potential, particularly among children and adolescents, as exemplified by TBM Matahari Indonesia, which provides children with space to explore their talents and potential and express various forms of creativity (Agustiani & Wicaksono, 2021). This reinforces the idea that TBMs are holistic learning spaces that bridge the needs of literacy and the potential of the community. Therefore, support for TBMs must continue to be enhanced, both from the government and the broader community, so that their strategic role in national literacy development can continue to grow inclusively and sustainably.

Innovation of Contextual and Participatory Literacy Programs

Innovation in literacy programs is crucial in responding to the challenges of the digital age and the ever-evolving social context of society. Innovation does not merely mean introducing new technology, but also how literacy strategies can adapt to the needs of learners and local conditions. Enjoyable, contextual, and participatory learning has proven to be more effective in fostering interest and a culture of literacy. (Muliantara & Suarni, 2022) emphasize the importance of adaptive and experiencebased approaches to create literacy processes that are relevant to daily life.

Various models of contextual literacy programs have been developed in Indonesia. (Pramudyo et al., 2018) present examples of innovations such as the SEPAKAT (Creative Package School) program, brilliant motorcycles, and literacy corners in various regions, which serve as concrete evidence of program adaptation to geographical and social conditions. (Pramudyo et al., 2018) highlight activities such as community discussions, skills training, and literacy competitions as forms of community creativity in strengthening reading interest. (Nurohayati et al., 2023) developed POAC-based TBM management that can drive program innovation in a structured manner.

Another example can be seen in the literacy program at TBM Wadas Kelir, which utilizes online media to create digital discussion spaces and virtual literacy forums. (Nugroho et al., 2024) reveals that these activities not only improve

participants' digital literacy skills but also foster critical thinking in the face of massive information flows. This digital approach reinforces the idea that literacy today must be flexible, contextual, and collaborative among its various stakeholders.

Additionally, the Juwana Literacy Space also offers programs such as book stalls, discussions, art performances, and poetry readings as part of community empowerment initiatives (Adhimi & Prasetyawan, 2019). Similarly, the Pustaka Sarwaga community offers reading points and organizes storytelling campaigns to promote early literacy in the city of Semarang (Kurniasari & Arfa, 2020). Such innovations indicate that successful literacy programs are generally not uniform but tailored to the characteristics of the community and the available resources.

Furthermore, a participatory approach is key to creating the sustainability of literacy programs. (Abhyasa et al., 2024) researched the use of the Participatory Action Research (PAR) method in the development of TBM in Citapen Village. The results showed that the active involvement of the community, from planning to program evaluation, was able to increase a sense of ownership and shared responsibility for the sustainability of literacy activities. This approach also encourages a transformation in the community's role, from being objects to being subjects in community literacy development.

In an urban context, critical literacy approaches are also being developed. This model draws on Paulo Freire's ideas and emphasizes residents' critical awareness of the social realities around them. (Damaiyana et al., 2024) demonstrate that TBM plays a crucial role in enhancing information literacy through various participatory approaches and community discussion spaces.

Thus, contextual and participatory literacy program innovations not only enhance the effectiveness of literacy outcomes but also strengthen the resilience of literacy culture at the community level. The success of the program depends on the ability to adapt approaches to community needs, encourage active participation, and provide inclusive and adaptive learning spaces that respond to changes in the times. Synergy between the community, facilitators, technology, and innovative strategies is a crucial foundation for building a sustainable and equitable literacy ecosystem.

Access to Education for Vulnerable Groups

One crucial aspect of achieving educational equity is ensuring access for vulnerable or marginalised groups. These groups include children from low-income families, people with disabilities, indigenous communities, residents of remote areas, and individuals who are inaccessible or disconnected from formal education services due to economic, geographical, and social factors. In this context, the existence of Community Reading Gardens (TBM) serves as an alternative space that addresses their literacy and learning needs more equitably.

The presence of TBMs bridges the gap between the literacy needs of vulnerable groups and the access disparities left behind by the formal education system. For example, TBM Panggon Sinau provides reading materials and inclusive learning support for children from farming and labourer families. This program does not discriminate based on economic background, but it still faces structural challenges rooted in the social conditions of families. (Purwanto & Lestari, 2020) emphasize that “the educational and economic levels of parents are one of the factors causing a lack of concern for children's reading behavior”. Therefore, TBM interventions must include parent education to create a literacy ecosystem in the home environment.

Access to education for people with disabilities is also a concern in TBM development, not limited to children from low-income families or informal sector workers. (Azizah et al., 2024) emphasise that TBM serves as a non-formal learning centre supporting literacy inclusivity in rural areas, even for people with disabilities, through the adaptation of multisensory materials and activities. This initiative reflects the community's role in ensuring inclusive education rights, in line with the principle of Education for All, which encourages the active participation of all citizens (Rubiyad & Fajriyah, 2025).

Several studies also highlight how TBM adapts its approach to reach adults and economically vulnerable groups. (Fauzi & Nurhayati, 2025) demonstrate the effectiveness of the andragogy approach in TBM programs tailored to the characteristics of adult residents, strengthening access to lifelong learning. Meanwhile, (Ramadhan et al., 2021) highlight the integration of financial literacy into TBM programs as an effort to empower residents economically, making access to financial information part of literacy expansion.

With these various approaches, TBM has played a strategic role in reducing educational access inequality, especially for vulnerable groups. They not only provide alternative learning spaces but also build contextual and widely accessible community-based intervention models. In situations where the formal education system is still unable to reach all segments of society, TBM stands as a tangible manifestation of a commitment to educational justice and inclusion in Indonesia.

Socio-Cultural Impact of Community Literacy

Community-based literacy programs have made a significant contribution to the social and cultural transformation of communities. Through an approach rooted in local values, community reading parks (TBM) have become spaces for cultural preservation and development. For example, one TBM in Padang Panjang promotes Minangkabau cultural values through storytelling, writing, music, and handicraft activities. The practice of storytelling, which incorporates local wisdom into Minangkabau tales, reflects efforts to preserve culture through literacy (Afrina & Irwan, 2022).

Beyond cultural preservation, the social impact of community literacy programs is evident in increased social interaction and collective awareness. Literacy activities strengthen community bonds and create safe spaces for sharing values, experiences, and ideas, fostering a sense of community. At TBM, for example, questionnaire results show that 97% of children and community members feel satisfied and have reduced their dependence on gadgets. They feel “as if they have stepped out of the excessive gadget zone” after participating in literacy activities (Abhyasa et al., 2024). This demonstrates how literacy spaces serve as a positive alternative amid the challenges of massive digitalisation.

This success is closely tied to the participatory and contextual approach that characterises community literacy initiatives. Unlike formal education approaches, community literacy programs place the community as active subjects of learning. They are not merely beneficiaries but also participate in designing, managing, and evaluating learning activities according to the local context. This approach has proven to enhance a sense of ownership, relevance of materials, and the sustainability of the program in the long term (Fauzi & Nurhayati, 2025).

Sustainability Challenges and Strategies

Despite their strategic role in supporting community literacy, community reading parks (TBM) also face various challenges that hinder the sustainability of the program. The most common obstacles include limited operational funds, a lack of relevant reading materials, low community participation, minimal digital facilities, and insufficient support from local governments (Maruhawa et al., 2025). For example, TBM Matahari Indonesia faces limitations in its collection, a shortage of human resources, and insufficient funds for TBM development (Agustiani & Wicaksono, 2021). Similarly, TBM Ballak Kana faces challenges such as low community interest, a shortage of needed reading materials, long distances between villages, and poor road conditions (Nasrullah, 2022).

Additionally, one of the structural factors hindering TBM development is the limited and unequal budget allocation between regions. This impacts the suboptimal development and spatial planning of ideal and inclusive TBMs. Therefore, a collaborative strategy involving various stakeholders is required. One approach that can be taken is to establish CSR partnerships with the private sector as a strategic effort in providing funds, books, and technical support for TBMs.

Furthermore, Komunitas Teras (2022) introduced the use of drone technology (Unmanned Aerial Vehicle) in mapping community areas as a precision strategy to place TBMs in locations that are easily accessible to vulnerable groups. This approach

is considered adequate in terms of cost and time efficiency while increasing community participation.

In addition to spatial strategies, a locally based economic approach also presents a potential solution. (Nugroho et al., 2024) emphasize the importance of collaboration between TBM and local SMEs in the area as a means of enhancing the sustainability of literacy activities. SMEs can provide logistical support, crosspromotion, and even become partners in thematic literacy activities based on the creative economy.

From a policy perspective, House & Feigenbaum (2025) emphasize the need to recognize community literacy in academic discourse and national policy as a valid and contextually relevant alternative educational practice. They highlight the urgency of creating open academic and social discourse spaces for community-based nonformal literacy models, including acceptance of narrative, creative, and reflective genres in scientific publications.

Additionally, the use of technology can serve as an innovative solution to address various limitations, such as the development of electronic library applications, the use of digital catalogues, and the implementation of library management systems (Integrated Library System), which can enhance the efficiency of collection management. Moreover, technologies like self-checkout kiosks allow visitors to borrow and return books independently, thereby strengthening user comfort and autonomy.

Thus, the sustainability challenges of TBM can only be addressed through multi-stakeholder collaboration, which involves cooperation between communities, government, the private sector, academia, and the use of innovative technology. These strategies not only address technical and structural challenges but also build a resilient, adaptive, and responsive literacy ecosystem tailored to local needs. Community literacy is not merely an adjunct to the formal education system but a form of social resistance against educational exclusion, emerging from the strength of the community itself.

Overall, the findings of this study suggest that community literacy is not merely a complement to the education ecosystem but instead acts as a catalyst for fundamental social change. Through a participatory approach, local adaptation, and cross-sector collaboration, community literacy programs can reach vulnerable groups, preserve local culture, and drive more inclusive social transformation. However, the sustainability and expansion of the program's impact remain dependent on strengthening the support system, both in terms of policy, funding, digital infrastructure, and capacity building for community managers. Therefore, the active

role of all stakeholders is needed to ensure that the community literacy movement continues to grow as an integral part of Indonesia's equitable education strategy.

CONCLUSION

This study confirms that community-based literacy programs are a practical social innovation in addressing educational inequality, particularly for marginalized communities. Community literacy is not only an alternative to non-formal education but also a space for empowerment, social transformation, and the preservation of local culture. The five main themes identified the role of the community, program innovation, access to education for vulnerable groups, social and cultural impact, and sustainability strategies. This reveals that the program's success does not solely depend on resources, but also collaboration, social capital, and local relevance.

However, challenges related to funding, structural support, and digital access highlight the need for robust policies and multi-stakeholder collaboration. Beyond their practical implications, these findings contribute to the theoretical discourse on socially embedded education and participatory literacy development. Future research should explore comparative models across regions, analyze long-term outcomes of TBM initiatives, and incorporate voices from community members themselves. Recognizing community literacy as an integral part of the national education system is key to building an adaptive, just, and sustainable learning ecosystem.

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