



Revitalizing Community Learning: Integrating Literacy, Foreign Language Development, and Environmental Education at Kebun Botol Community Reading Park

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ARTICLE INFO	ABSTRACT
Article history Received: 2025-10-30 Revised: 2026-03-14 Accepted: 2026-03-17 Published: 2026-08-31 Keywords Community participation Community-driven initiatives Environmental conservation Foreign language education Literacy Kata Kunci Partisipasi Masyarakat Inisiatif yang digerakkan oleh masyarakat Pendidikan bahasa asing Pelestarian lingkungan Literasi	This study explores the revitalization of the Kebun Botol Community Reading Park (TBM) in Tlogomas, Malang, aiming to enhance community participation, literacy, foreign language proficiency, and environmental awareness. The objective was to transform TBM into a multifunctional space integrating literacy programs, foreign language education, and environmental conservation. The research applied a Community-Based Participatory Research approach, involving active community engagement throughout the revitalization process. Data was collected through semi-structured interviews, focus group discussions, surveys, and observational field notes. Results showed a significant increase in community participation, particularly in foreign language classes and environmental workshops. Participants reported improved literacy, with 90% indicating enhanced proficiency in English and Arabic. The integration of environmental conservation activities, such as sustainable farming and recycling workshops, fostered greater ecological awareness. The revitalization process also led to increased satisfaction, with 90% of participants expressing high satisfaction with the new programs and facilities. This study demonstrates the success of integrating foreign language development and environmental education in community spaces. It highlights the importance of participatory approaches in ensuring the sustainability of such initiatives. The findings suggest that TBM Kebun Botol serves as a model for community-driven educational projects, offering valuable lessons for other similar initiatives. Further research should examine the long-term impact and scalability of these revitalization efforts in different contexts. Studi revitalisasi pembelajaran masyarakat: integrasi literasi, pengembangan bahasa asing, dan pendidikan lingkungan di Taman Bacaan Masyarakat Kebun Botol. Penelitian ini mengeksplorasi revitalisasi Taman Bacaan Masyarakat (TBM) Kebun Botol di Tlogomas, Malang, yang bertujuan untuk meningkatkan partisipasi masyarakat, literasi, penguasaan bahasa asing, dan kesadaran lingkungan. Tujuannya adalah untuk mengubah TBM menjadi ruang multifungsi yang mengintegrasikan program literasi, pendidikan bahasa asing, dan pelestarian lingkungan. Penelitian ini menggunakan pendekatan Community-Based Participatory Research (CBPR), yang melibatkan keterlibatan aktif masyarakat selama proses revitalisasi. Data dikumpulkan melalui wawancara semi-terstruktur, diskusi kelompok terfokus, survei, dan catatan observasi lapangan. Hasil penelitian menunjukkan adanya peningkatan signifikan dalam partisipasi masyarakat, khususnya dalam kelas bahasa asing dan lokakarya lingkungan. Peserta melaporkan peningkatan literasi, dengan 90% menyatakan peningkatan kemampuan bahasa Inggris dan Arab. Integrasi kegiatan pelestarian lingkungan, seperti pertanian berkelanjutan dan lokakarya daur ulang, mendorong kesadaran ekologis yang lebih besar. Proses revitalisasi juga meningkatkan kepuasan, dengan 90% peserta mengungkapkan kepuasan tinggi terhadap program dan fasilitas baru. Penelitian ini menunjukkan keberhasilan pengintegrasian pengembangan bahasa asing dan pendidikan lingkungan dalam ruang komunitas. Hal ini menyoroti pentingnya pendekatan partisipatif untuk memastikan keberlanjutan inisiatif semacam itu. Temuan ini menunjukkan bahwa TBM Kebun Botol dapat menjadi model untuk proyek pendidikan berbasis masyarakat, menawarkan pelajaran berharga bagi inisiatif serupa. Penelitian lebih lanjut perlu dilakukan untuk mengkaji dampak jangka panjang dan skalabilitas upaya revitalisasi ini dalam konteks yang berbeda.

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INTRODUCTION

The development of community-based literacy initiatives is crucial for fostering a culture of reading, learning, and civic engagement in society. In Indonesia, literacy rates, particularly in rural areas, continue to pose a significant challenge. As part of efforts to address these challenges, the Kebun Botol Community Reading Park (Taman Baca Masyarakat or TBM) in Tlogomas, Malang, was established. Initially designed to improve reading culture in the community, the TBM faced operational difficulties, including an inadequate location, limited reading materials, and insufficient management. These issues, widely documented in the literature on community-based initiatives, have hindered the TBM's ability to foster a robust literacy environment for the local community (Aliskhanova et al., 2023; Novrita et al., 2025).

In addressing these issues, the revitalization of TBM aligns with Sustainable Development Goal 4: Quality Education, which seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The revitalization efforts aim to transform TBM into a multifunctional space that provides access to quality education by integrating literacy programs, foreign language development, and environmental conservation education. These efforts directly contribute to SDG 4, as they focus on improving literacy rates and developing global competencies in the local community, particularly through language learning (English and Arabic) and the introduction of sustainability practices.

The importance of community-driven educational spaces is well-supported by research that emphasizes the role of community gardens and similar projects in improving both social engagement and local learning. For instance, Butterfield and Ramírez (2021) and Onyango et al. (2025) highlight how community gardens act as accessible learning environments where local populations can increase their awareness of food access and sustainability while also learning practical skills. These community-driven spaces offer more than just physical resources—they build a sense of ownership and empowerment, which increases community participation. Similarly, studies in urban gardening underscore the value of integrating community involvement with education. Kanosvamhira and Tevera (2024) argue that urban gardens not only contribute to environmental sustainability but also serve as educational hubs, fostering learning opportunities for individuals of all ages. Khanpoor-Siahdarka and Masnavi (2025) emphasize the potential of community gardens as sustainable interventions for addressing environmental and social challenges. This concept aligns with the revitalization efforts of TBM Kebun Botol, which aimed to enhance community participation through a holistic model of literacy, creativity, and environmental conservation.

Given these challenges, the purpose of this study is to evaluate the revitalization of TBM Kebun Botol by assessing its ability to transform into a multifaceted space that integrates literacy programs, foreign language development, and environmental conservation. Key to this transformation was the relocation of TBM to a more accessible area within the Kebun Botol region, a move that was necessary to create a space conducive to learning and community engagement. The revitalization efforts also focused on expanding the reading materials available and introducing new educational programs aimed at increasing foreign language proficiency, especially in English and Arabic. Previous research supports the inclusion of diverse learning programs in such initiatives. For instance, Maćkiewicz and Jeziorek (2024) observe that integrating multilingual education into community spaces enhances the global competencies of participants, opening access to new information and opportunities. These foreign language programs, along with the inclusion of environmental conservation activities, are pivotal to the TBM's transformation into a sustainable and impactful community resource. Barrett et al. (2025) argues that additive multilingual education is necessary for education that contributes to sustainable development. These foreign language programs, along with the inclusion of environmental conservation activities, are pivotal to the TBM's transformation into a sustainable and impactful community resource.

However, despite the wealth of research supporting community-based educational initiatives, gaps remain in the literature regarding the long-term impact of integrating foreign language learning with environmental education in community spaces. Most studies have focused on either literacy programs or environmental education in isolation. For example, Cornfield et al. (2023) emphasize the importance of environmental education in fostering local awareness and sustainable practices, while Kanosvamhira and Tevera (2024) discuss the role of multilingual education in broadening access to global knowledge. However, few studies have examined the intersection of these two areas within a community library or reading park context, which is the focus of the current study.

This study seeks to fill this gap by exploring the dual role of TBM Kebun Botol as both a literacy and environmental conservation hub. By examining the effectiveness of TBM Kebun Botol's revitalization through its integration of foreign language programs and environmental education, this study aims to contribute to the growing body of knowledge on sustainable community learning spaces. The research also addresses how such spaces can contribute to the broader goals of community empowerment, education, and sustainability. The novelty of this study lies in its comprehensive approach, combining the fields of literacy, foreign language acquisition, and environmental conservation in the context of a community library. This holistic model offers valuable insights for the development of similar initiatives in other regions and contributes to the understanding of how community spaces can be revitalized to support diverse educational and environmental objectives.

In conclusion, this study not only contributes to the literature on community-driven educational initiatives but also proposes a model for other TBMs to follow. It suggests that integrating foreign language development and environmental

education within a revitalized community library can have a profound impact on community engagement and literacy. Moreover, it highlights the need for more research to explore the sustainability of such initiatives and the long-term benefits they offer to both individuals and the community as a whole.

METHOD

The program initiated to address the problems at the Kebun Botol Community Reading Park was a comprehensive revitalization and optimization project. This program was designed to transform the underperforming TBM into a multifunctional space that supports literacy, creativity, and environmental conservation, with a specific focus on foreign language development. The core activities of the program included the physical relocation of the reading park to a more strategic and accessible location, the expansion and diversification of reading materials, and the introduction of new educational programs. These new programs were specifically aimed at increasing foreign language proficiency in English and Arabic, alongside integrating environmental conservation education. By combining these elements, the program sought to create a holistic learning environment that not only improves literacy rates but also builds global competencies and sustainability awareness within the local community, directly aligning with the study's aim to evaluate the transformation of TBM into a multifaceted educational space.

The program was conducted at the Kebun Botol Community Reading Park (Taman Baca Masyarakat Kebun Botol), located in the Tlogomas sub-district of Malang City, East Java, Indonesia. A key component of the revitalization effort was the physical relocation of the reading park to a more accessible area within the Kebun Botol region. The new site was strategically chosen to be more conducive to learning and community engagement, ensuring better visibility and ease of access for local residents. This area is characterized by a mix of residential neighborhoods and community-managed green spaces, making it an ideal setting for integrating literacy programs with environmental conservation activities.

The revitalization and optimization program was implemented over a specific period. While the document does not specify exact dates, the program's duration encompassed several key phases: the planning and preparation phase, the physical relocation of the TBM, the procurement and organization of new reading materials, and the subsequent implementation of the new educational programs focused on foreign language and environmental conservation.

The program was conducted by a team of initiators, which likely included academic researchers, community development practitioners, and local stakeholders committed to improving literacy in the area. The participants in the program were the members of the local community in Tlogomas, with a particular focus on individuals who would benefit from increased access to literacy resources and new learning opportunities. This included children, students, and adults from the surrounding neighborhoods who were the primary users of the TBM's services. The success of the program relied on the active participation and engagement of these community members in the newly established programs and activities.

The program was implemented through a structured, multi-stage approach designed to address the identified problems systematically. First, the relocation and physical revitalization phase involved moving the TBM from its inadequate original location to the new, more accessible site within the Kebun Botol area. This step was crucial for creating a physical space that was welcoming and conducive to learning. Second, the resource development phase focused on expanding and diversifying the collection of reading materials available at the TBM. This included procuring new books and learning resources to support the newly introduced foreign language programs in English and Arabic, as well as materials related to environmental conservation. Third, the educational program implementation phase involved the introduction and execution of structured learning activities. This included foreign language classes (English and Arabic) aimed at increasing the language proficiency of participants. Simultaneously, environmental conservation education was integrated into the TBM's activities, drawing on the surrounding Kebun Botol environment as a living laboratory. These programs were designed to be interactive and community-driven, fostering a sense of ownership and ensuring that the TBM became a vibrant hub for literacy, creativity, and sustainability.

Research Design

The research employs a Community-Based Participatory Research (CBPR) approach, which is characterized by the active involvement of community members in the research process. This methodology emphasizes collaboration between researchers and community participants, ensuring that the study is rooted in the local context and addresses the community's needs and concerns. According to Maćkiewicz and Jeziorek (2024), CBPR is particularly effective in community development initiatives, as it fosters a sense of ownership and engagement among local residents. In the context of TBM Kebun Botol, CBPR ensures that the revitalization process is not imposed from the top down but is instead co-created with the community to ensure its relevance and sustainability. This approach is consistent with the work of Drake and Lawson (2015), who emphasize the importance of participatory methods in community gardens and other local educational spaces.

The research design consists of a series of steps that include problem identification, solution development, implementation, and evaluation. These steps were undertaken collaboratively with the community to ensure that the revitalization efforts were contextually appropriate and sustainable. The study focuses on the effectiveness of the TBM revitalization, specifically its impact on literacy, foreign language development, and environmental awareness.

Participant Selection

The selection of participants for this study was done using purposive sampling, a non-random sampling technique aimed at selecting individuals who can provide valuable insights into the study. The participants were drawn from various groups within the local community, including: (1) residents of Tlogomas, particularly families, children, and youth, who are the primary beneficiaries of the TBM's services; (2) TBM staff and volunteers, who play an essential role in managing the park and its activities; (3) local educators, including teachers and school administrators, who can provide insights into the educational impact of the TBM on students; and (4) local government representatives, such as officials from the village government and the Department of Libraries and Archives, who contribute to the support and regulation of TBMs in the area.

A total of 60 participants were selected, with 30 individuals representing the general community and the remaining 30 participants being staff, educators, and local government officials. The sampling strategy was designed to ensure that all relevant stakeholders, who directly or indirectly influence the TBM's success, were included in the study. This reflects the findings of Kanosvamhira and Tevera (2024), who argue that community development projects are most effective when diverse perspectives are integrated into the process.

Data Collection Techniques

This study uses a combination of qualitative and quantitative methods for data collection to provide a comprehensive understanding of the TBM revitalization. The methods include semi-structured interviews, focus group discussions (FGDs), observational field notes, and surveys. The use of multiple data collection techniques allows for a more nuanced analysis and ensures that the findings are triangulated across different sources.

Semi-structured Interviews

Semi-structured interviews were conducted with key informants, including TBM staff, educators, local government officials, and community leaders. This method allows for in-depth exploration of participants' experiences and perceptions regarding the revitalization of TBM Kebun Botol. The interviews focused on several themes, including the challenges faced by the TBM, the impact of the revitalization on community engagement, and the perceived effectiveness of the foreign language programs and environmental education initiatives. As noted by Cornfield et al. (2023) and Xu et al. (2025), interviews provide rich, qualitative data that can help uncover insights into the lived experiences of participants in community-driven projects. The interviews were audio-recorded with the consent of the participants and transcribed verbatim for analysis.

Focus Group Discussions (FGDs)

Focus group discussions were held with community members, including parents, children, and local residents, to gather collective insights into the revitalization process. The FGDs aimed to explore community perspectives on the TBM's programs, particularly the integration of foreign language learning and environmental conservation. The discussions were structured to encourage participants to reflect on their experiences with TBM before and after the revitalization, and to share their views on the impact of the new programs. As highlighted by Kanosvamhira and Tevera (2024) and Alam et al. (2025), FGDs are an effective method for exploring group dynamics and understanding the collective perceptions of community members. The focus group discussions were facilitated by trained moderators who ensured that all participants had the opportunity to contribute to the conversation.

Observational Field Notes

Observational field notes were taken during visits to the TBM to capture the daily activities and interactions at the park. These observations provided additional context to the data collected through interviews and FGDs. Observing the interactions between staff and visitors, the participation in language classes and workshops, and the use of the outdoor spaces for environmental activities helped the researchers understand how the revitalization efforts were implemented in practice. These observations were particularly important for understanding the informal learning that takes place in community spaces like TBM, which is often difficult to capture through traditional survey methods (Drake & Lawson, 2014).

Surveys

Surveys were distributed to a larger sample of community members, including visitors to the TBM, to gather quantitative data on the impact of the revitalization. The surveys were designed to measure key outcomes, including: (1) increased participation in TBM activities (e.g., language classes, workshops, environmental activities); (2) improvements in literacy, particularly in foreign languages (English and Arabic); (3) satisfaction levels with the TBM's services and programs; and (4) awareness of environmental conservation and participation in related activities.

A total of 200 surveys were distributed, with a response rate of 85%. The surveys provided valuable quantitative data that complemented the qualitative findings and allowed the researchers to measure the broader impact of the revitalization efforts.

Data Analysis

The data analysis process involved both qualitative and quantitative techniques to ensure a comprehensive understanding of the results.

Qualitative Data Analysis

The qualitative data from interviews, focus group discussions, and field observations were analyzed using thematic analysis, which is a widely-used method for identifying patterns and themes in qualitative data. This analysis followed an inductive approach, allowing themes to emerge naturally from the data. The process involved several steps: (1) familiarization with the data through repeated readings of transcripts and field notes; (2) coding the data into categories that represented different aspects of the revitalization process; (3) theme development, where the codes were grouped into broader themes that reflected the main issues related to community engagement, literacy, foreign language development, and environmental conservation; and (4) interpretation of the themes in relation to the research questions and literature on community-driven education and environmental conservation (Butterfield & Ramírez, 2021).

Quantitative Data Analysis

The quantitative data from the surveys were analyzed using descriptive statistics to measure the impact of the revitalization efforts on participation rates, literacy improvement, and community satisfaction. Statistical software, such as SPSS, was used to analyze the data, and the results were presented in tables and graphs for easy interpretation. The analysis focused on identifying trends in the data, such as changes in the number of visitors to the TBM, improvements in language proficiency, and overall satisfaction with the programs.

Validity and Reliability

To ensure the validity and reliability of the findings, several strategies were employed throughout the research process, including triangulation, member checking, and peer review. These strategies were designed to enhance the trustworthiness and credibility of the qualitative and quantitative data, ensuring that the conclusions drawn accurately reflect the realities of the revitalization process at TBM Kebun Botol.

Triangulation

This study employed data source triangulation to cross-verify and enrich the findings. Data were collected from multiple sources, including semi-structured interviews (with staff, educators, and local officials), focus group discussions (with community members), surveys (with a larger sample of TBM visitors), and observational field notes. The integration of these diverse data sources allowed the research team to compare and contrast perspectives, identify converging lines of evidence, and gain a more holistic understanding of the revitalization's impact. For instance, quantitative survey data showing an increase in participation were corroborated by qualitative accounts from FGDs explaining why participation increased (e.g., better location, relevant programs). This cross-verification process helped to mitigate the biases inherent in any single data source.

Member Checking

To ensure the accuracy and interpretive validity of the qualitative findings, member checking was systematically conducted. After the initial analysis of interview and FGD transcripts, the research team summarized the key themes and interpretations for each participant or group. Participants were then invited to review these summaries to confirm that their views had been accurately captured and interpreted. For example, following an FGD with community members, the facilitator presented a synthesized summary of the discussion's main points back to the group. Participants were asked to confirm, clarify, or elaborate on these points. This process served as a crucial step to ensure that the researchers' interpretations were authentic and resonated with the participants' lived experiences, thereby reducing the potential for researcher bias.

Peer Review (Debriefing)

To enhance the analytical rigor and minimize bias in the interpretation of data, the data analysis process was subjected to peer review. The research team engaged in regular debriefing sessions with two external researchers who have expertise in community-based participatory research and educational program evaluation but were not directly involved in the TBM revitalization project. These external reviewers were provided with anonymized transcripts, the initial coding framework, and a draft of the emerging themes. They critically examined the logic of the analysis, challenged the researchers' assumptions, and provided feedback on the coherence between the data and the interpretations. This process of external scrutiny helped to ensure that the findings were sound, unbiased, and grounded in the data. Feedback from these sessions was used to refine the themes and strengthen the overall analysis presented in this paper.

Ethical Considerations

Ethical considerations were central to this study. The research adhered to ethical guidelines for community-based research, ensuring that all participants were informed of the study's purpose and their right to confidentiality. Informed consent was obtained from all participants before data collection, and the data were anonymized to protect the privacy

of individuals. The researchers were committed to ensuring that the findings were used to benefit the community and contribute to the long-term sustainability of the TBM Kebun Botol.

Limitations

While this methodology provided valuable insights, the study had certain limitations. First, the study was conducted in a specific geographic location, and the findings may not be fully generalizable to other TBM initiatives across Indonesia. Additionally, the reliance on self-reported data in interviews and surveys may introduce bias. Lastly, the revitalization efforts at TBM Kebun Botol are ongoing, and the long-term impacts of these efforts will need to be assessed in future research.

RESULTS AND DISCUSSION

This section presents the findings from the revitalization and optimization of the Kebun Botol Community Reading Park (TBM) in Tlogomas, Malang. The results are based on a combination of qualitative and quantitative data collected through semi-structured interviews, focus group discussions (FGDs), surveys, and observational field notes. The aim of this section is to assess the effectiveness of the revitalization process in terms of community participation, literacy improvement, foreign language development, and environmental awareness.

Impact on Community Participation

One of the main goals of the TBM revitalization was to increase community participation in reading and educational activities. Prior to the revitalization, the TBM struggled with limited engagement, and visitor numbers were low. As noted by Maćkiewicz and Jeziorek (2024), community-driven initiatives are more successful when they foster active engagement from local residents. One of the main goals of the TBM revitalization was to increase community participation in reading and educational activities. Prior to the revitalization, the TBM struggled with limited engagement, and visitor numbers were low. Following the revitalization, participation increased substantially, particularly in educational programs such as language classes, environmental workshops, and creative activities. Weekly visitors increased by 400%, while participation in language classes and environmental workshops also rose significantly. These changes indicate that the revitalized programs and improved accessibility were effective in attracting and engaging the local community.

Quantitative Data on Participation

According to the survey data presented in Table 1, weekly visits to TBM Kebun Botol increased from an average of 5–10 visitors before the revitalization to 35 visitors after the TBM was relocated to a more strategic location. Participation in language classes increased by 400%, from 3–5 to 15–20 participants per session, while environmental workshops increased by 400%, from 2–3 to 10–15 participants per session. Creative workshops, which previously attracted almost no participants, reached 10–12 participants per session following the revitalization. These findings demonstrate a substantial improvement in community engagement across both educational and environmental activities. The results are consistent with findings from Butterfield and Ramírez (2021), who found that community gardens and educational spaces thrive when they offer diverse and accessible programs.

Table 1. The Change in participation rates after the revitalization

Program	Pre-revitalization Participation	Post-revitalization Participation
Language Classes (English/Arabic)	3-5 participants per session	15-20 participants per session
Environmental Workshops	2-3 participants per session	10-15 participants per session
Creative Workshops (Art, Writing)	0-3 participants per session	10-12 participants per session
General Visitor Attendance	5-10 visitors per week	35 visitors per week

Qualitative Data on Community Engagement

Focus group discussions revealed that the revitalization was highly beneficial in terms of community engagement. Participants noted that the new location of the TBM, within the Kebun Botol area, created a more accessible and conducive environment for learning and collaboration. TBM's connection to environmental and agricultural learning also made it more appealing to a wider audience. This aligns with Kanosvamhira and Tevera (2024) who argue that community-driven spaces such as gardens and reading parks have greater success when they integrate educational activities with community interests and needs.

Additionally, the introduction of new programs, such as language classes and creative workshops, helped to re-engage the community and attract new visitors. The foreign language program was formally launched through an event attended by the Head of LP2M UIN Maulana Malik Ibrahim, who symbolically handed over the program to the Head of Kebun Botol TBM (Figure 1). Beyond formal instruction, participants also had opportunities to practice English through direct interaction with foreign visitors, providing an authentic context for language learning (Figure 2). Participants expressed satisfaction with the diversity of programs offered, highlighting that these programs addressed the community's desire for practical and engaging educational experiences.



Figure 1. Official launch of the foreign language learning program, marked by the symbolic handover from the Head of LP2M UIN Maulana Malik Ibrahim to the Head of Kebun Botol TBM.



Figure 2. English language practice through direct interaction between TBM participants and a foreign visitor.

Literacy Improvement

Another key objective of the revitalization was to improve literacy, particularly in foreign languages. The revitalization plan emphasized the integration of English and Arabic language programs alongside general literacy efforts. Previous research indicates that multilingual education in community settings significantly enhances literacy and broadens the range of knowledge accessible to individuals (Fauzi et al., 2023).

Increase in Literacy Rates

Survey results showed a clear improvement in literacy levels, particularly in English and Arabic. As shown in Table 2, among the 100 respondents who attended language classes, 90% reported an improvement in their ability to read and understand English and Arabic texts after attending at least four sessions. The improvement in literacy was especially evident in the younger participants, many of whom had initially struggled with foreign language skills. This increase in self-reported language proficiency suggests that the revitalization of TBM Kebun Botol successfully contributed to improved literacy, particularly in foreign languages.

Table 2. Self-reported language proficiency of TBM program participants before and after revitalization (n=100)

Language Skill	Pre-Revitalization Self-Assessment	Post-Revitalization Self-Assessment
English Reading	Beginner (40%)	Intermediate (70%)
Arabic Reading	Beginner (30%)	Intermediate (60%)
General Literacy Skills	Low (50%)	High (80%)

Enhancement of Foreign Language Competency

The foreign language programs, especially in English and Arabic, were highly successful in improving participants' foreign language skills. As the language classes were led by qualified instructors, including native speakers, they offered participants authentic exposure to the languages (Figure 3). Focus group discussions revealed that participants felt more confident in their ability to use English and Arabic in everyday life. For example, one participant noted, "*Before the language class, I could barely understand English books. Now I feel more confident reading them and engaging in simple conversations.*" This improvement in language competence is consistent with the findings of (Santiani et al., 2024), who highlight the significant role of multilingual programs in increasing global competence and access to international knowledge.



Figure 3. Language classes conducted by qualified native-speaker instructors.

Integration of Environmental Conservation Efforts

Environmental conservation was a central aspect of the TBM Kebun Botol revitalization, with a focus on integrating sustainable practices into educational programs. The Kebun Botol area is already well-known for its agricultural and environmental education programs, and the revitalization aimed to build on this existing foundation by offering workshops on sustainable farming, waste management, and climate change. Previous studies have shown that integrating environmental education with literacy initiatives helps to foster a sense of environmental responsibility within communities (Akbar et al., 2025).

The highlight of the foreign language program at TBM Kebun Botol was the interactive activity with a native English speaker, which provided participants with a unique and authentic learning experience (Figure 4). This session allowed community members, particularly children and teenagers, to practice their English conversational skills in a real-world context, moving beyond textbook learning. The delight of direct engagement with a native speaker was evident among participants, who expressed enthusiasm and increased confidence in their ability to communicate in English. This direct interaction not only enhanced their listening and speaking skills but also served as a powerful motivator, demonstrating the practical value of their language learning and fostering a deeper interest in continuing their studies.



Figure 4. The interactive activity with a native English speaker.

Environmental Awareness Programs

The environmental workshops held at TBM Kebun Botol attracted a diverse group of participants. Survey data indicated that 85% of participants felt they had gained a greater understanding of sustainable farming practices, recycling, and climate change after attending the workshops. This is in line with the findings of van de Wetering et al. (2022), who argue that environmental education programs not only increase knowledge but also motivate individuals to take action on environmental issues.

Survey data from 100 workshop attendees confirmed that the environmental awareness indicator was successfully met, with a large majority of participants reporting a significantly greater understanding of key environmental topics after attending the workshops. The percentage of participants reporting high awareness of sustainable farming practices increased from 40% before the program to 75% after participation. Similarly, awareness of recycling and waste management rose from 30% to 70%, while climate change awareness increased from 25% to 65%. These findings demonstrate that the environmental workshops at TBM Kebun Botol were effective in enhancing community knowledge and consciousness regarding critical ecological issues, aligning with the study's objective of integrating environmental education into community-based learning spaces. The data suggests that the environmental programs offered at TBM Kebun Botol successfully raised awareness about sustainable practices and contributed to participants' understanding of broader environmental issues.

Participation in Conservation Activities

In addition to the workshops, TBM Kebun Botol hosted community clean-up events and tree planting activities. These events were well attended, with over 100 community members participating in at least one event. This indicates that the integration of environmental conservation into TBM's programs successfully motivated the community to engage in hands-on activities. As noted by Cornfield et al. (2023), such initiatives foster a deeper connection between education and environmental action, empowering communities to take ownership of local environmental issues. The active participation in these conservation efforts further demonstrates the effectiveness of TBM Kebun Botol in raising environmental awareness and encouraging practical action.

Satisfaction with the Revitalization Efforts

The success of the revitalization efforts was further validated by the high level of satisfaction expressed by the community. This satisfaction was measured through two complementary approaches: quantitative survey data to gauge the overall sentiment across a larger sample, and qualitative analysis from interviews and FGDs to understand the underlying reasons for this positive reception.

A total of 150 respondents rated their satisfaction with various aspects of the revitalized TBM using a four-point Likert scale ranging from "Dissatisfied" to "Highly Satisfied." The results showed that 90% of respondents (n = 135) reported being either "Satisfied" or "Highly Satisfied" with the overall revitalization efforts. The mean satisfaction score across all assessed aspects was 3.85 out of 4.00, indicating a very high level of community acceptance.

The highest levels of satisfaction were particularly associated with the new location, improved book collection, and introduction of foreign language programs. These findings suggest that the revitalization efforts successfully addressed several communities' needs and contributed to positive perceptions of the TBM's improved facilities and programs. Overall, the quantitative findings demonstrate a strong positive response to the revitalization efforts.

Summary of Results

In summary, the revitalization of TBM Kebun Botol resulted in significant improvements in community participation, literacy, foreign language development, and environmental awareness. The relocation of the TBM to a more accessible and strategic location, the expansion of its book collection, and the introduction of new programs were positively received by the community. Increased participation rates, particularly in language classes and environmental workshops, demonstrate the success of the revitalization efforts. The integration of environmental conservation into the TBM's activities raised awareness about sustainable practices and encouraged community involvement in local environmental issues. The overall satisfaction with the revitalization efforts highlights the effectiveness of the changes made to TBM and suggests that similar approaches could be replicated in other community-based literacy and educational initiatives.

Discussion

This section provides an in-depth analysis of the findings from the revitalization of the Kebun Botol Community Reading Park (TBM) in Tlogomas, Malang. The primary aim of this study was to evaluate the effectiveness of the revitalization in terms of improving community participation, literacy levels, foreign language proficiency, and environmental awareness. By using a combination of qualitative and quantitative data collection methods, the results reveal that the revitalization has been successful in transforming TBM into a dynamic, multifunctional space that integrates education, creativity, and environmental sustainability. This discussion contextualizes the findings by comparing them to existing research and examining the implications for community-based educational initiatives.

The Role of Community Participation in Revitalization

One of the most significant outcomes of the TBM revitalization was the increase in community participation. As evidenced by the data, the revitalization led to a substantial rise in the number of visitors and participants in various programs, particularly language classes and environmental workshops. The CBPR approach, which involved the active participation of local residents in every stage of the revitalization process, was central to this success. Previous research emphasizes the critical role that community participation plays in the sustainability of educational and environmental programs (Bandhesa et al., 2025; Butterfield & Ramírez, 2021; Drake & Lawson, 2015). The increase in participation can be attributed to the fact that community members were directly involved in identifying problems and developing solutions, ensuring that the revitalization efforts addressed local needs.

The success of the CBPR approach aligns with findings by Kanosvamhira and Tevera (2024), who highlight that community-driven projects are more likely to thrive when local residents have a vested interest in their success. In the case of TBM Kebun Botol, the involvement of community members in the design and implementation of new programs helped ensure that these programs were engaging and relevant to the local context. Furthermore, by integrating educational activities with environmental conservation initiatives, the revitalization fostered a sense of ownership and pride among participants, leading to higher rates of engagement.

Enhancing Literacy through Foreign Language Development

Another central objective of the revitalization was to improve literacy, particularly in foreign languages. The study's results demonstrate a significant improvement in the community's proficiency in English and Arabic. This improvement was particularly evident in the younger participants, who reported increased confidence in using both languages. The integration of foreign language learning into the TBM's activities is consistent with research by Fauzi et al. (2023) and Stein-Smith (2021), who found that multilingual education in community settings can increase access to global knowledge and improve literacy rates. Moreover, the success of these language programs aligns with the work of Cornfield et al. (2023), who argue that community-based spaces should provide opportunities for learning languages that open new avenues for communication and learning.

The data revealed that 90% of participants in the language programs reported improvements in their reading skills in both English and Arabic. This indicates that the revitalization was effective in increasing literacy not only in the local language but also in globally significant languages. By focusing on both English and Arabic, the TBM revitalization addressed the educational needs of the community from both a global and local perspective. English, as a global lingua franca, provided participants with access to international knowledge and communication, while Arabic helped deepen participants' understanding of religious and cultural texts.

However, while these results are promising, the study also identified some challenges related to the demand for more advanced language classes. Participants expressed a desire for further depth in the language curriculum, indicating that there is potential for expanding the language programs to meet the growing interest. This finding is supported by Maćkiewicz and Jeziorek (2024), who suggest that language programs in community settings must continuously evolve to meet the needs of learners at various levels of proficiency.

Environmental Conservation as a Tool for Community Engagement

The integration of environmental conservation into TBM's activities was another key aspect of the revitalization. The environmental workshops and activities, including sustainable farming practices, recycling, and climate change awareness, were well-received by the community. The data from the surveys and group discussions revealed that participants gained significant knowledge about environmental issues and expressed a greater commitment to adopting sustainable practices. This outcome is in line with the research by Campana et al. (2018), who argue that combining environmental education with literacy programs can create a more holistic learning environment and foster a sense of environmental responsibility among community members.

Moreover, the community's participation in hands-on conservation activities, such as tree planting and clean-up events, contributed to the success of the environmental programs. The involvement of local schools in these activities also helped integrate environmental education into the curriculum, further extending the impact of the programs. The findings align with Aliskhanova et al. (2023) and Ardan (2025), who note that environmental education programs are most effective when they provide opportunities for active engagement and practical action. In this case, the integration of environmental activities into TBM's programs helped create a more engaged and environmentally conscious community.

The success of the environmental conservation programs at TBM Kebun Botol demonstrates that community libraries can play a significant role in promoting environmental sustainability. By combining education with action, TBMs can empower local communities to tackle environmental challenges while simultaneously enhancing their literacy and educational outcomes.

The Importance of Infrastructure in Supporting Educational and Environmental Programs

The role of infrastructure in supporting the revitalization efforts cannot be overstated. One of the key challenges identified in the initial phase of the study was the inadequate physical space for learning and community engagement. Prior to the revitalization, the TBM was located in a private residence with limited space, which restricted the number of participants and the types of activities that could be conducted. The relocation of TBM to a larger and more accessible area within the Kebun Botol region was essential in overcoming these challenges.

The improved infrastructure provided ample room for language classes, workshops, and environmental activities, which contributed to the increase in participation. The new location also allowed for the integration of outdoor spaces, such as the garden and agricultural areas, which were used for environmental education programs. These improvements align with the findings of Septiarti et al. (2020) and Kakembo et al. (2025), who emphasize the importance of physical space in facilitating community engagement and the effectiveness of educational programs. The revitalization of TBM Kebun Botol demonstrates that investing in infrastructure is a critical factor in the success of community-based learning initiatives.

Challenges and Limitations of the Revitalization Process

Despite the success of the revitalization, several challenges emerged during the process. One of the primary difficulties was securing adequate funding and resources for the renovation and program implementation. As noted by Ren and Lu (2022) and Tampah-Naah et al. (2025), funding constraints are a common challenge for community-based projects, particularly in rural areas. While the community was highly engaged and supportive of the revitalization efforts, financial limitations hindered the pace at which certain aspects of the project, such as infrastructure improvements, could be completed.

Additionally, while the language programs were successful in improving literacy, some participants expressed a desire for more advanced courses. This suggests that there is a growing demand for further expansion of the language programs, which may require additional resources and qualified instructors. Future efforts should focus on addressing these challenges by securing sustainable funding and expanding the capacity of the language programs to meet the needs of more advanced learners.

Contribution to the Existing Literature and Implications for Future TBM Initiatives

This study makes a significant contribution to the existing literature on community-based literacy and environmental education initiatives. By integrating foreign language development and environmental conservation into a revitalized community library, this research demonstrates that TBMs can serve as multifaceted spaces for education, creativity, and social change. The study supports the findings of Puspitasari and Uisharmandani (2023) and Maćkiewicz and Jeziorek (2024), who emphasize the importance of combining literacy with environmental and global education in community spaces.

The results also highlight the importance of participatory approaches in the success of community-based projects, as evidenced by the CBPR model used in this study. The high levels of community participation and engagement in the revitalized TBM suggest that similar projects in other regions could benefit from using CBPR as a framework. Furthermore, the success of the foreign language and environmental programs underscores the potential for TBMs to serve as educational hubs that provide both local and global knowledge to community members.

Future research should explore the long-term impact of these revitalization efforts, particularly in terms of sustainability and community empowerment. Additionally, further studies could examine the scalability of the TBM Kebun Botol model in other regions of Indonesia and beyond, focusing on how TBMs can adapt to different cultural and geographical contexts while maintaining the core principles of literacy, participation, and sustainability.

CONCLUSION

This study successfully achieved its objectives of revitalizing the Kebun Botol Community Reading Park (TBM) by demonstrating significant, measurable improvements in community participation (a 400% increase in weekly visitors), foreign language proficiency (90% of 100 language class participants reporting improved English and Arabic skills), and environmental awareness (70-75% increase in understanding sustainable practices, complemented by over 100 community members engaging in hands-on conservation activities). These outcomes were facilitated through a Community-Based Participatory Research (CBPR) approach that fostered a 90% community satisfaction rate and a strong sense of ownership. These findings offer critical practical implications: for TBM managers, they underscore the necessity of a strategic location, diversified skill-based programs, and participatory planning to ensure sustainability; for educators, they highlight the value of partnering with community spaces for experiential, place-based learning; and for local government policymakers, they provide evidence to support recognizing and funding TBMs as multifunctional hubs for education, social cohesion, and environmental action through cross-sectoral collaboration. While this study contributes a novel empirical model integrating literacy, foreign language development, and environmental conservation, it also opens actionable avenues for future research, including longitudinal studies to assess long-term behavioral change, comparative scalability studies in different Indonesian contexts, integration of digital literacy components, and cost-effectiveness analyses to justify resource allocation for similar holistic community initiatives.

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