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THE ROLE OF THE BANK INDONESIA BENGKULU LIBRARY BASED ON SOCIAL INCLUSION THROUGH THE CHILDREN'S READING CORNER PROGRAM IN THE MOSQUE (Cambria, 12pts, UPPERCASE, Bold)

Nanda Aprilia Azahra (Cambria, 11pts, Bold)
Program Studi Perpustakaan dan Sains Informasi, Fakultas Ilmu Sosial dan Ilmu Politik, Universitas Bengkulu
Email : nandaarma8@gmail.com*

Fransiska Timoria Samosir
Program Studi Perpustakaan dan Sains Informasi, Fakultas Ilmu Sosial dan Ilmu Politik, Universitas Bengkulu
Email : ftsamosir@unib.ac.id

Lailatus Sa'diyah
Program Studi Perpustakaan dan Sains Informasi, Fakultas Ilmu Sosial dan Ilmu Politik, Universitas Bengkulu
Email : lailasadiah@unib.ac.id

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Abstract (Cambria, 10pts, 1 space)
This study investigates the role of Bank Indonesia Library Bengkulu in supporting social inclusion through the Children's Reading Corner Program in mosques. The program's initiative came about in response to the need to create inclusive spaces in mosques, going beyond their traditional concept as places of worship. This study aims to analyze the role of the Bank Indonesia Library in Bengkulu in supporting the implementation of the Children's Reading Corner Program in the Mosque in supporting social inclusion in Bengkulu and provide recommendations based on the results of the analysis for further improvement and development. This study used qualitative method with observation, interviews, and ducumentation. The study involved interviews with the Head of Library, Coach, Librarians, and Mosque Administrators who received children's reading corners. The results show that the Bank Indonesia Library Bengkulu is effective in its role, bringing a positive impact on children's participation in the mosque. The Children's Reading Corner program not only improves literacy, but also builds a strong social network. Meanwhile, synergy with stakeholders and internal processes, such as the procurement of reading materials and continuous evaluation need to be improved, because they are key factors for the success of the program. ***(Cambria, 10pts, Italic, 1 space)***

Keywords*: Library, Mosque, Reading Corner, Social Inclusion*

INTRODUCTION (CAMBRIA, 12PTS, BOLD, UPPERCASE)

Social inclusion will be created by organizing libraries that provide sufficient sources of access to information for the surrounding community. Through the various programs and services offered, libraries can facilitate access to education and information for groups who may have previously been marginalized or underserved. The level of people's welfare is also influenced by their literacy level. Libraries have a crucial role as sources of information that provide access to the public to meet their various needs (Adhi 2018). **(Cambria, 11pts, 1.15 space)**

Based on Law of the Republic of Indonesia Number 11, (2009) states that social welfare is a condition where the material, spiritual and social needs of citizens are met so that they can live a decent life, have the opportunity to develop, and are able to carry out their social roles properly. Good. Libraries are one of the important supporting elements for achieving social welfare. Libraries can meet the needs of people who live in prosperity. To achieve this goal, activities, services and developments in the context of social welfare are needed which are carried out in a planned, directed and sustainable manner (Triana 2020).

Several researchers who have conducted research on social inclusion, namely Aftina Nurul Husna, et al. Muhammadiyah University of Magelang in its article entitled "Digital Literacy Program for Social Inclusion Based Library Development in Sedayu Village, Muntilan, Magelang" is that this research aims to overcome the negative impact of the use of digital technology which hampers the functional literacy abilities of families and school children in Sedayu Village, as well as restoring the role of libraries as community learning centers. The strategy used is digital literacy outreach and training based on community needs. Program implementation includes training on optimizing the use of smartphones as a literacy tool for families, as well as training on smartphone/internet use which has educational value for children. This activity took place on 12-15 October 2020, centered in the "Rumah Pintar" Library building, and involved 9 housewives and 20 children. The results show that outreach participants, including housewives and children, have a better understanding of the appropriate and educational use of digital technology. This program produces various outputs, such as training modules, posters made by participants for library decoration, and publication of activities through mass media (Husna et al. 2021).

Further research was conducted by Melinda Putri, et al. Galuh University, Ciamis, Indonesia in its article entitled "The Role of Village Libraries in Literacy Programs Based on Social Inclusion in Karanganyar Village, Cijeungjing District, Ciamis Regency" is research. This research aims to evaluate the role of village libraries in implementing literacy programs that focus on social inclusion in Karanganyar Village. . There are three main roles carried out by the public sector, namely the regulatory role, the enabling role and the direct provision of goods and services role. This research uses a qualitative approach with descriptive methods, and data is collected through interviews, observation and documentation studies. The research results show that the role of the village library in the social inclusion-based literacy program in Karanganyar Village has been carried out quite well. However, several obstacles are still encountered, such as the absence of regulations regarding village library services, the dual role of library staff who are also village officials, and the lack of optimal service to the community. Nevertheless, village libraries have succeeded in developing a social inclusion library model that is beneficial for village residents. This is proven by the positive results obtained from the potential in each hamlet in Karanganyar Village through coaching efforts carried out by the village government and village library officers. (Putri et al. 2022).

Library development that focuses on social inclusion has a very important role in the digital era in an effort to increase public literacy. Literacy skills can not only be obtained through formal education at school, but also through other learning centers, including libraries. Literacy is considered a key factor in increasing the self-confidence and independence of community members, especially children and teenagers. In Indonesia, where functional literacy levels are still low, the government has set targets to improve the quality of reading activities beyond the basic level. People's lives will be better when people are able to access information and read that information (Darmawan 2019).

Understanding of Social Inclusion is still limited in Bengkulu Province, especially among the community. The Bengkulu Province Bank Indonesia Library has become a center for monetary information and rupiah money management, with the most complete information technology in Bengkulu City. One of the social inclusion efforts is the Children's Reading Corner Program at Mosques, providing reading materials at community activity centers. However, mosques, as centers of activity, are rarely visited by children due to the influence of gadget technology and the lack of activity in Al-Quran Education Parks (TPA) in several mosques that are the target of handing over these reading corners. This initiative is important to increase literacy, attract visits from children to enliven and reactivate the Al-Quran Education Park at the Mosque and improve children's moral values, with support from Bank Indonesia as a leading institution that will encourage social inclusion starting from the age of children. child.

The Bengkulu Province Bank Indonesia Library focuses on social conditions such as the economy and the needs of the community around the city of Bengkulu. Economic limitations in purchasing interesting reading materials as children's recreation material are the reason and strategy for extending the hand of the Bank Indonesia Bengkulu Library to hold the Children's Reading Corner Program at the Mosque. Via Instagram @perpusbi_bkl, the Bengkulu Province Bank Indonesia Representative Office Library also uses the slogan "Dedication to the Country". This activity aims to reach the community in Bengkulu City and one of them is with reading corner activities in several mosques.

The Bengkulu Province Bank Indonesia Representative Office also has a program that is similar to the Children's Reading Corner program at the Mosque which refers to the head office, namely the "BI Corner" program in the sense of a program in the form of a reading corner and all Bank Indonesia Representative Offices throughout Indonesia run this program. However, it is different from the Children's Reading Corner program at the Mosque, which is a work program of the Bank Indonesia Library as one of the innovations and creativity extensions of the Bank Indonesia Bengkulu Library in its wider social inclusion role for people who have limited accessibility of reading materials. The Children's Reading Corner program at the mosque is also specifically designed to provide space for children to read and study in a comfortable mosque environment.

Since January 13 2023, the Children's Reading Corner Program has successfully started in several mosques, which will continue once a month. This program is a collaboration between the Bank Indonesia Library, RASBI (Bank Indonesia Sholeh Charity House), GenBI (Indonesian New Generation), and the Bengkulu Reading Community which is managed by the Library and Information Science Student Association (HIMATAKSIFO). The Reading Corner Program has successfully implemented the delivery of children's reading corners in 9 (nine) mosques in Bengkulu City, namely; (1) on January 13 2023 at the An-Nur Mosque located Jl. Java, Suka Missing, District. Serut River; (2) on 03 February 2023 at the Nurul Ikhsan Mosque located Jl. Ahmad Yani, Kel. Kebun Ros, Teluk Segara District; (3) on March 17 2023 at the Al-Hikmah

Mosque located Jl. Rafflesia, Kel. Nusa Indah, District. Great Queen; (4) on April 6 2023 at the Ash-Shabirin Mosque located Jl. Kebun Indah 2, Perum Arkarami Lestari, Kel. Sukarami, Kec, Selebar; (5) on May 17 2023 at the Al-Hasyim Mosque located Jl. Tongkol, Ex. Malabero, District. Segara Bay; (6) on June 16 2023 at the Baitul Atieq Mosque located Jl. Sawah Lebar Baru, Kec. Gading Cempaka; (7) on July 15 2023 at the At-Taubah Mosque located on Jl. Raden Fatah, Suka Rami, Kec. As wide as; (8) on August 18 2023 at the Al-Bararah Mosque located Jl. Arraw, Melele Well, Ke. Segara Bay; and (9) on September 22 2023 at the Sabilil Haq Mosque located Jl. Kuala Alam, Nusa Indah Village.

The collaboration carried out by the Bank Indonesia Library with the Bengkulu Reading Community starts in June 2023 and has carried out this activity in 4 (four) mosques in Bengkulu City, namely the Baitul Atieq Mosque, At-Taubah Mosque, Al-Bararah Mosque and Sabilil Haq Mosque . Since this collaboration began, the implementation of the Children's Reading Corner Program has been implemented with a slightly different system than before. Equipment or reading materials for mosques are increasingly abundant thanks to contributions from the Bengkulu Reading Community who also provide additional reading materials, brain sharpening toys (puzzles) or bookshelves. So, the equipment or reading materials for the Reading Corner Program are not only from the Bank Indonesia Library, RASBI (Bank Indonesia Sholeh Charity House) and GenBI (Indonesian New Generation). In this latest delivery, the Children's Reading Corner at the Sabilil Haq Mosque provided 71 Islamic children's reading collections, 2 Iqra, 2 Al-Quran, 4 Dice Racks and additionally from the Bengkulu Community Reading 7 Iqra and 4 Al-Quran. There was also a short outreach about Love, Proud, Understanding (CBP) Rupiah to children and giving goodie bags to parents who attended the activity of handing over children's reading corners at the mosque. In attendance were 7 children and 2 administrators. It was a little quiet compared to the previous handover of children's reading corners at mosques due to the difference in implementation times. Usually it is held in the afternoon after the children have come home from school, however, at the Sabilil Haq Mosque it is held in the morning during school hours, so only children's representatives can attend due to prior permission from their school.

However, despite the positive potential of such a program, there has been no research to find out how the Bank Indonesia Bengkulu Library based on social inclusion plays a role in supporting the implementation of the Children's Reading Corner Program in Mosques. And what efforts or recommendations can be put forward to increase the effectiveness of the Children's Reading Corner Program in Mosques run by the Bank Indonesia Bengkulu Library in supporting social inclusion. Therefore, this research is to analyze the role of the Bank Indonesia Bengkulu Library in supporting the implementation of the Children's Reading Corner Program in Mosques in supporting social inclusion in Bengkulu. Through a deeper understanding of the role of the Bank Indonesia Bengkulu Library in the Children's Reading Corner Program in Mosques, this research seeks to provide valuable insight for the development of similar programs in the future and also to illustrate how libraries can become agents of significant social change in society.

Social Inclusion

In the KBBI, "inclusion" means inclusion, and "social" means relating to society. So, social inclusion is an effort to increase the role, rights and obligations of individuals in society without regard to factors such as race, religion, culture, gender or economic status. Social inclusion aims to create equality, prosperity and dignity for all people.

Social inclusion is also a process that enables people at risk of poverty and social exclusion to participate fully in economic, social and cultural life. Social inclusion covers various aspects, such as education, labor, marginalized groups, and informal inclusion. This is related to upholding human rights, community empowerment and community participation, with a focus on vulnerable and marginalized communities. Vulnerable communities are groups who face challenges in terms of access to public spaces, the economy, public services and other rights (Mukrimaa et al. 2016).

However, to achieve true social inclusion, awareness and cooperation from all sectors is needed, including government, the private sector and the general public. This requires support and joint efforts to eliminate all forms of discrimination and injustice in society, while strengthening equal access and opportunities for all individuals (Dugarova 2015).

Libraries based on Social Inclusion

According to the Bengkulu Governor's Regulation, (2019) a social inclusion-based library is a proactive library that can help individuals and communities to develop skills and self-confidence, and help improve social networks. Social inclusion-based libraries are libraries designed to promote social inclusion and overcome problems of exclusion or exclusion that occur in society. The aim is to improve the quality of life of the community, especially for those who have the potential to experience exclusion or marginalization, such as those who live in remote areas, have disabilities, are elderly, or come from a different race or ethnicity.

According to the Regulation of the Governor of Bengkulu, (2019) Number 30 of 2019 concerning Library Transformation Based on Social Inclusion in Bengkulu Province Article 6, the key to developing social inclusion in the library sector is to use a perspective approach by:

1. Customer Perspective, namely increasing the usefulness of the Library in improving people's standard of living;
2. Stakeholder & Internal Process Perspective, namely increasing synergy between the roles of libraries at the center, regions, Ministries/Institutions in community development; and
3. Leaming & Growth, namely increasing collection resources, personnel, budget, library facilities and infrastructure.

By adopting these principles, libraries can become inclusive and enjoyable environments for all members of society, regardless of their background or situation (Mukrimaa et al. 2016). Libraries that focus on social inclusion are libraries that are more proactive in helping communities overcome the social inclusion challenges they face. Apart from that, libraries are also expected to be able to explore skills, increase self-confidence, and contribute to increasing social interaction in the community (Mukrimaa et al. 2016).

Library Transformation Based on Social Inclusion

People's literacy abilities are not just about their ability to read and write, but also about their ability to develop and apply the information they obtain through various activities. This can have a positive impact on economic aspects, increasing interest in reading, and the overall welfare of society (Triana 2020).

According to Utami & Prasetyo, (2019) Today's literate society is not only limited to the ability to read and write, but must also have the ability to recognize, understand and interpret documents, as well as having logical, analytical thinking skills and the ability to develop

knowledge. Seeing this, it is necessary to approach the concept of inclusion-based library services.

According to the Bengkulu Governor's Regulation, (2019) social inclusion-based library transformation is a library service effort aimed at improving the quality of life and welfare of library users.

Reading Corner Program

Reading Corner is the use of various corners of a room as an area for books and writing that can be used by the community. By implementing the reading corner program, it is hoped that it can stimulate people's interest in reading and writing so that they can increase their thinking capacity (Nugroho;, Puspitasari;, and Puspitasari 2016). The term reading corner that researchers mean in this research is a reading corner in a mosque which is equipped with a collection of children's literature. So, Management of the Reading Corner Program is a management process involving the main functions in carrying out the program of utilizing room corners as a place for books for the community. The difference between a reading nook and a reading nook lies in the fact that a reading nook belongs to the community and is part of their classroom environment, allowing them easy access to books. This gives people the freedom to choose the books they want and enjoy the variety of interesting titles available (Rizki 2021).

According to Nugroho; et al., (2016) Mosque reading corner is an idea to use corners in the mosque as a reading place for the community. This concept aims to stimulate interest in reading and improve their thinking abilities. Using corners of the mosque as reading corners also supports reading activities, including taking books and exploring sources of knowledge.

The reading corner is an extension of the library which aims to bring books closer to the community, especially children's recreational books. Part of the book collection in the reading corner comes from the library. In accordance with the 2016 Minister of Education and Culture Regulation, a reading corner is a room located in the corner of a mosque and equipped with a collection of books, which functions as an extension of the library.

RESEARCH METHOD

This research uses a descriptive qualitative approach method in understanding "The Role of the Bank Indonesia Bengkulu Library Based on Social Inclusion Through the Children's Reading Corner Program in Mosques." The research informants consisted of the Head of the Library, Trustees, Librarians, and Mosque Administrators, who had relevance to the issues raised.

Table 1. Research Informants

SOURCE	POSITION	UNIT
Informan 1	Kepala Perpustakaan	Kehumasan
Informan 2	Pembina	UMI (Unit Manajemen Intern)
Informan 3	Pustakawan	Kehumasan
Informan 4	Pengurus Masjid	-

Source: Bank Indonesia Representative Office, Bengkulu Province

This research combines two types of data sources, namely primary data and secondary data. Primary data is obtained directly from program participants, such as parents, children, or members of the community involved. Meanwhile, secondary data comes from historical documents, activities and activities of the Children's Reading Corner Program at the Mosque, Library, Bank Indonesia Representative Office, Bengkulu Province, as well as documentation on Instagram @perpusbi_bkl and @rasbiprovinsibengkulu.

The data collection technique involved face-to-face interviews with informants in the Public Relations section, UMI, and Mosque Management. Observation of documentation on program implementation is also carried out to gain a comprehensive understanding. Data analysis was carried out qualitatively in three steps: data reduction, data presentation, and drawing conclusions, following the framework proposed by Miles and Huberman (dalam Syahza A 2013). Data validity is strengthened through source triangulation, comparing information from interviews, observations and documentation. This research is directed at providing an in-depth picture of how this program plays a role in social inclusion through the perspectives of various informants.

RESULT AND DISCUSSION

This research reveals the role of the Bank Indonesia Bengkulu Library through the children's reading corner program at the mosque. Through interviews with various parties, including the Head of Libraries, Trustees, Librarians, and Mosque Administrators, this study provides an in-depth understanding of this initiative. Based on the observations that have been made, it can be seen that of the 9 mosques, only 3 mosques have Al-Quran Education Parks, namely the Baitul Atieq Mosque, the At-Taubah Mosque, and the Sabilil Haq Mosque. The children's reading corner in the mosque is also to motivate children to come to the mosque to recite the Koran.

The findings show that the Children's Reading Corner Program in Mosques is effective in increasing social inclusion in Bengkulu society. Social inclusion theory, as explained in the Bengkulu Governor's Regulation (2019), is for developing libraries based on social inclusion and cultivating a love of reading. This program provides an inclusive space in the mosque environment, creating opportunities for children to feel recognized and valued. The Head of the Bank Indonesia Representative for Bengkulu Province created the "Children's Reading Corner Program in Mosques" to balance the mosque's focus between worship activities and attention to children. Findings show that the Bank Indonesia Library plays a central role in program implementation. Libraries have an important role in disseminating information and increasing literacy based on social inclusion (Kurniasih and Saefullah 2021). This program reflects the library's efforts to empower the community through access to reading materials and inclusive activities.

Based on the results of interviews conducted by the author, the Bank Indonesia Bengkulu library has played a role in accordance with the author's indicators, namely Customer Perspective, Stakeholder & Internal Process Perspective, and Leaming & Growth according to the Bengkulu Governor's Regulation (2019).

1. *Customer Perspective*

   Analysis from the user perspective highlights the positive impact of the program. This program brings concrete benefits to the local community, especially in terms of access to interesting reading materials. Distribution of reading materials from

at least 50 collections such as religious story books, Iqra and Al-Quran helps increase public knowledge, especially in the fields of morals and religion. As well as providing a tool with 4 (four) dice racks with characteristic bright colors and different colors for each rack, which can be seen in Figure 1.



Gambar 1. Bahan bacaan dan rak yang diserahkan

The success of the program can also be seen from the increase in the number of children visiting the reading corner at the mosque. And the local community is greatly helped by this program because they are no longer too confused about buying interesting reading materials, and are useful for increasing knowledge.

The mosque management also provided testimonials about the activities of the children who used the reading corner and told stories about how enthusiastic the children were. Since there was a children's reading corner at the mosque, the number of visits by children has increased, starting from children who are no longer in school, as well as children who are still in primary and secondary school. This is a solution for children who have dropped out of school either due to economic factors or a lack of awareness of the importance of education from the children themselves or from their parents. Without realizing it, the existence of this reading corner makes children who usually go to the mosque just to play become interested in opening books. in the reading corner, of course this can add new knowledge to children according to their wishes without any coercion.

2. *Stakeholder & Internal Process Perspective*

Synergy analysis between stakeholders shows that effective collaboration is very important in community development. The librarian as the organizer carries out preparations and surveys of needs by involving the Mosque Management. This shows a participatory approach in ensuring that the program is in accordance with local needs and conditions in terms of facilities and conditions of the predominantly well-off community, so priority will be given to the environmental conditions of the community that require it for the mosque that accepts this reading corner. The findings show that the active involvement of the Mosque Management and community participation supports the sustainability of the program. Community participation and the role of the Mosque Management are key in maintaining the continuity of this program. Despite facing time and budget constraints, synergy between stakeholders helped in procuring reading materials and disseminating programs in 9 mosques.



Figure 2. Handover of the Children's Reading Corner at the Al-Bararah Mosque



Figure 3. Handover of the Children's Reading Corner at the Sabilil Haq Mosque

3. *Leaming & Growth*

This study identifies challenges and program development efforts. Limited meetings between organizers highlight the potential for expanded collaboration. Based on the results of interviews with the Bank Indonesia Bengkulu Library, RASBI, GenBI and the Bengkulu Reading Community held meetings during the Ramadhan event this year. However, the meeting was held when only 4 (four) mosques had been handed over to children's reading corners, whereas now there are 9 (nine) mosques. and so far there has only been 1 (one) meeting.

Time constraints, especially in organizing teaching activities by GenBI, are an obstacle that requires a solution. The children's reading corner program at the mosque initially included an activity initiative that encouraged collaboration and knowledge exchange between organizers and the target audience (children). This discourse contains teaching activities, or reciting the Koran for children with GenBI during the delivery of the children's reading corner at the mosque. However, this did not go according to the initial plan. This is not only an obstacle for GenBI as the field organizer, but the Bengkulu Reading Community, RASBI and Bank Indonesia Bengkulu Library are

also constrained by time to implement this program which is usually carried out on weekdays. Moreover, there is only one librarian at the Bank Indonesia Library and is constrained by time adjustments with the Head of Bank Indonesia Bengkulu Province. However, in this series of children's reading corner handovers, there was a little education about Love Proud of Understanding (CBP) Rupiah as seen in Figure 4.



Figure 4. Education regarding Love, Proud, Understanding (CBP) of the Rupiah by the Leaders of Bank Indonesia Bengkulu Province

Plans for lack of funds were also acknowledged, but informants stated that they had alternative plans, such as seeking donations from various agencies and the community. In ensuring the usefulness and updating of children's reading materials so that they don't get bored of coming to the mosque and visiting the reading corner, it is still not effective. This reading corner program really supports literacy and aims at all levels of society, especially children as the embryo of the nation's future successors and for social welfare in terms of easy access to information and knowledge.

CONCLUSION

Overall, the Children's Reading Corner Program at mosques has had a positive impact in increasing children's literacy and creating social inclusion. Despite facing challenges, the synergy of stakeholders and the commitment of mosque administrators provide a strong foundation. With effective implementation, this program can bring significant changes in shaping an inclusive and knowledgeable future for children in Bengkulu. The implications of this research involve the need to increase collaboration, overcome time constraints, and identify alternative funding sources to maintain program sustainability. The Bank Indonesia Bengkulu Library plays an important role in creating social inclusion. The Children's Reading Corner program at mosques is a solution to build diversity and increase children's participation in mosque activities. In this way, the Bank Indonesia Bengkulu Library makes a significant contribution to advancing social inclusion at the local level. Even though it is faced with several challenges, the collaborative efforts and solution plans put forward by the organizers provide confidence in its continuity and greater positive potential in the future. This program is an inspiring example of how institutions can play a role in forming an inclusive society through creative activities and caring for the needs of all levels of society.

SUGGESTION

The recommendations for the future are (1) Improving coordination and communication between the Bank Indonesia Bengkulu Library, RASBI, GenBI and the Bengkulu Reading Community with regular meetings and discussion forums which can be a means for sharing experiences, program updates, and solutions to obstacles that may arise; (2) Develop a strong financial sustainability model for the Children's Reading Corner Program. This can involve collaboration with external parties, such as companies or potential donors, as well as considering a community-based approach involving voluntary contributions from local communities; (3) Arrange additional educational programs that can support social inclusion goals, such as educational workshops, arts activities, or other skills learning. This can enrich children's experiences and increase the appeal of the program; and (4) Increasing the effectiveness of usefulness, promotion to the public who wish to share and update reading collections from both the Bank Indonesia Library and external donors who wish to donate book collections.

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