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Empowering Rural Literacy: Cross-Sector Collaboration and the Sustainability of Community Libraries in Lombok, Indonesia

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ABSTRACT
Community libraries are a form of non-formal education that has emerged in various regions of Lombok Island in response to the community's low reading interest, particularly in rural areas. This study aims to describe the conditions and challenges faced by library communities on Lombok Island and analyze their role in improving the local community's literacy culture. The study employed a qualitative descriptive approach involving a systematic literature review, in which academic literature and credible internet sources were identified, screened, and assessed following the PRISMA protocol, and then analyzed through document analysis. The results show that community reading parks are spread across West Lombok, Central Lombok, North Lombok, and East Lombok, with various establishment paths, ranging from village youth initiatives to collaborations with non-governmental organizations and the government. Most reading parks face similar challenges, namely manager cadre development, limited book collections, and uneven government support across regions. On the other hand, community libraries serve as cross-community meeting spaces, driving collaborative literacy activities and preserving local traditions, with networks such as the Lontar Foundation and Lombok Pintar connecting existing reading parks and new communities in various districts. Research concludes that community libraries play a strategic yet fragile role in strengthening local literacy culture; consequently, capacity building for managers, equitable government support, and expanded cross-sector collaboration are key determinants of sustainability.

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■ INTRODUCTION

Literacy, particularly in libraries, has become a development agenda consistently promoted by global governments. Libraries play a crucial role in the communities they serve, serving as primary institutions providing information and documentation services in various formats and contexts, supporting the personal development of their users through formal education, lifelong learning, extracurricular activities, information literacy, recreation, skills development, and access to public information (Erich, 2016; Thomas et al., 2021). Furthermore, libraries are linked to social cohesion, with their spaces serving as meeting places and community development centers. Local culture and identity contribute to residents' sense of belonging to public libraries in their neighborhoods, and imagination and creativity foster community interest in cultural activities (Abu, 2012; Laugu, 2024; Prihatin et al., 2024). These factors demonstrate the significant social role public libraries play in society.

In Indonesia, over the past two decades, literacy has focused on reading and writing skills, which are considered essential for citizen participation in social and economic life (Musfiroh & Listyorini, 2016). The government has responded through the National Literacy Movement, which encourages the involvement of various parties, including those outside the formal education system. One form of this involvement is the establishment of community reading parks and community libraries, managed independently by residents. In West Nusa Tenggara, including Lombok Island, such institutions have grown in various districts in

response to low reading interest among children in rural areas.

Despite their growing numbers, community libraries in Lombok face several issues that threaten their sustainability. Widodo et al. (2020) noted that community library forums in Lombok generally grapple with issues of manager cadre development, limited facilities, and a limited book collection. The community's low literacy rate exacerbates these problems. Consequently, visiting reading parks has not yet become a habit for many families and communities. Furthermore, support from the local government, both in the form of funding and the provision of reading books, is also considered inadequate. This situation has led some reading parks to cease operations once the original managers move or can no longer continue the activities.

Several previous studies have highlighted the role of reading parks and regional libraries in fostering public interest in reading. Maharani et al. (2017) studied Kampoeng Baca in Jember and found that parenting patterns play a role in determining children's reading interest. Wisudayanti (2017) also studied the Expression Park public library in Surabaya, focusing on a similar theme. Her research found that Expression Park serves as a source of information, a means of developing reading interest, and a catalyst for change for residents. At the grassroots level, Hidayah et al. (2019) examined the literacy village program. They found that village government involvement determines the sustainability of the literacy movement at the grassroots level. These three studies show that the success of community literacy institutions depends heavily on local factors, from family parenting patterns to local government support.

Furthermore, an increasing number of studies in Indonesia document how reading centers foster an interest in reading and informal knowledge in specific locations (Afriani, 2018; Dwiyantoro, 2019; Septiono et al., 2019; Atmasari et al., 2024). However, existing research has largely focused on the island of Java, which is known to be well-prepared in various areas. Meanwhile, research on literacy in other regions remains scarce, including Lombok Island, where studies are still limited to a single regency. Widodo et al. (2020), for example, only studied community library forums in Central Lombok, leaving the condition of community libraries in other regencies and cities on the island largely uncharted. Nevertheless, Lombok Island comprises several administrative regions with distinct geographic and social characteristics, ranging from West Lombok and North Lombok to East Lombok and Mataram City. These regional differences have the potential to create diverse challenges and strategies for community library management. This gap underscores the need for research that captures a more comprehensive picture of the condition of community libraries on Lombok Island.

Besides merely documenting the existence of reading gardens, understanding them requires a clear theoretical framework; the appropriate framework for Lombok differs from the one implicitly adopted by much Indonesian research, which is often derived from the Javanese context. Conceptually, community libraries can be viewed as community-based non-formal educational institutions that serve as hubs of social capital and vehicles for community empowerment by providing access to information, spaces for social interaction, and a sense of belonging (Abu et al., 2012; Erich, 2016; Prihatin et al., 2024). However, most existing Indonesian literature is framed within the relatively institutionalized context of Java, where reading gardens and regional libraries benefit from stable bureaucratic support and municipal funding (Wisudayanti, 2017; Atmasari et al., 2024). Lombok diverges from these assumptions in three analytically significant ways. First, these reading gardens emerged through diverse pathways, often independent of the state and driven by rural youth volunteerism, the social responsibility initiatives of NGOs and corporations, and short-term government programs. No single institutional model can manage the reading gardens. Second, the reading gardens are embedded in strong customary social structures; in areas such as the Bayan community, literacy institutions also fulfill socio-cultural preservation functions beyond merely promoting reading (Muttaqin et al., 2020). Third, their sustainability relies heavily on informal inter-community networks rather than formal administrative hierarchies. Given these three characteristics, community libraries in Lombok are best analyzed as hybrid institutions that simultaneously function as providers of non-formal education, hubs of social capital, and guardians of local tradition; consequently, a place-based and network-sensitive framework is required, rather than the uncritical transplantation of formal, Javanese-style urban library models.

Based on the description above, this study was designed to address two main objectives. First, this study aims to describe the conditions and challenges faced by library communities in various regions of Lombok Island. This description includes aspects of management,

collection availability, manager involvement, and support received from the community and local government (Widodo et al., 2020). Second, this study aims to analyze the role of these library communities in enhancing the local community's literacy culture, particularly among children and adolescents. These two objectives are expected to complement existing mapping and provide a basis for strengthening community-based literacy programs on Lombok Island.

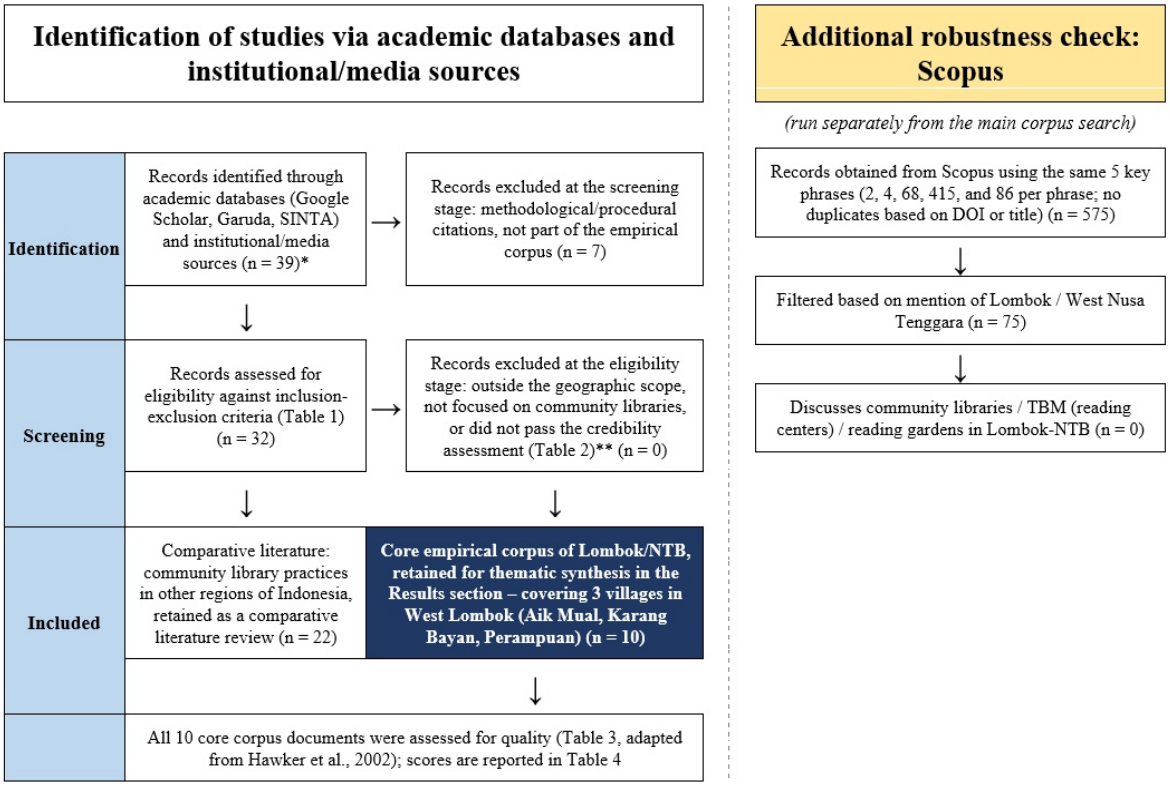
To operationalize this objective, this research is guided by two research questions: (1) What are the conditions and challenges faced by the library community in various regions of Lombok Island in terms of management, collection availability, management involvement, and government support? (2) How does the library community contribute to strengthening the literacy culture of the local community, especially children and teenagers? These two questions guide the search strategy, analysis, and interpretation of findings in the following sections.

■ METHOD

This study uses a qualitative descriptive approach based on a systematic literature study and document analysis. To maintain transparency and repeatability, the method was organized into four components: research design, search strategy (reported via PRISMA flowchart), inclusion and exclusion criteria, and data analysis.

Research Design

This research was designed as a qualitative document study. Because the phenomenon studied, namely the condition and role of community libraries on Lombok Island, is recorded in written documents, reports, and scientific publications, this phenomenon can be



** The total is reported as a combined figure for academic databases and institutional/media sources because per-database search logs were not kept separately during the initial search round; see the Limitations section.*

*** No records were excluded at the eligibility stage because the topic and geographic scope criteria (Table 1) had already been applied at the screening stage; the eligibility stage here instead separated the records into two roles (comparative literature vs. core corpus), rather than excluding records.*

Adapted from Page et al. (2021), the PRISMA 2020 statement, following the official PRISMA 2020 template for new reviews that include only database and register searches (prisma-statement.org).

Figure 1. Prisma 2020 flowchart for literature and document searches, with scopus inspection reported as a separate supplementary robustness panel (adapted from Page et al., 2021).

Table 1. Inclusion and exclusion criteria.

Dimensions	Inclusion	Exclusion
Topic	Community libraries, reading parks (TBM), or local literacy practices	General literacy without a community library focus
Geographic coverage	Lombok Island / West Nusa Tenggara	Other regions or locations not mentioned
Time span	Published 2015–2026	Published before 2015
Document type	Peer-reviewed articles, theses/dissertations, official reports, institutional publications, or news stories from identifiable media	Anonymous uploads, promotional content, or material without clear sources
Language & accessibility	Indonesian or English and can be accessed in full	Full text is not accessible or did not pass credibility assessment

studied without direct field observation. Rather than repeating the definition of literature studies from textbooks, this design treats scientific and journalistic documents as primary empirical data that are discovered, assessed, and interpreted systematically, following the logic of document analysis as a qualitative method (Bowen, 2009; Adlini et al., 2022). To organize the review transparently, this study adapted the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) protocol (Moher et al., 2009; Page et al., 2021). The protocol was used descriptively to report the identification, screening, eligibility, and inclusion stages, not to perform statistical meta-analysis. This design allows for a comparative picture across districts of phenomena scattered across various local sources. It is not limited by distance or time because documents can be collected from printed and online archives.

Search Strategy (PRISMA Flowchart)

Two lines of evidence support this study. Google Scholar and the national portals Garuda and SINTA indexed the Indonesian-language literature on reading parks (TBM) and literacy, which served as the basis for the corpus; the websites of regional library offices and credible online media provided documentation of reading parks in West Lombok, Central Lombok, East Lombok, North Lombok, and Mataram City. The search combined the English and Indonesian keywords “Lombok community libraries,” “community reading park,” “community reading park,” “rural literacy,” and “West Nusa Tenggara” in Boolean combinations, covering the period 2015 to 2026. In this revision round, we repeated the search with additional keywords specifically targeting West Lombok Regency to meet the reviewer’s request that the pattern of reading park establishment in the regency be based on more than two villages; this additional round identified one new relevant document. Figure 1 reports the results flow of this combined search. Of the 39 sources collected, 7 were methodological or procedural citations that formed the basis of the analytical framework, rather than part of the empirical corpus. Of the remaining 32 sources, 22 documented community library practices in other parts of Indonesia and were retained for the comparative literature review; 10 specifically referred to Lombok Island or West Nusa Tenggara and served as the empirical corpus for the thematic synthesis reported in the Results section, including one new document on Perampuan Village, Labuapi District, West Lombok (Rizki et al., 2025). As a robustness check, we ran the same five search phrases in Scopus, the most commonly used indexing service for internationally indexed literature. Of the 575 records retrieved (2, 4, 68, 415, and 86 per phrase, with no duplicates based on DOI or title), filtering for Lombok/

Table 2. Credibility assessment criteria for internet sources.

Criteria	Guide questions	Decision rules
Authorship / institution	Can the author or responsible agency be identified?	Discard if neither the author nor the institution is traceable.
Type of publisher	Is the media an official institution, an indexed journal, or an established media organization?	Prioritize official/indexed/established media; scrutinize other media more closely
Editorial standards	Does the media practice editorial review or accountability?	Lower the weight of sources without editorial control
Confirmation	Is the claim confirmed by ≥ 1 independent source?	Use only after triangulation; ignore unconfirmed single-source claims.
Current & relevant	Is the information up to date and directly addresses Lombok/NTB?	Remove outdated or off-topic material

NTB mentions left 75 records; none discussed community libraries, TBMs, or reading parks. These results indicate that Scopus has not yet indexed empirical studies on community libraries in Lombok, and this is why this research corpus relies on Google Scholar, Garuda, SINTA, and institutional/media sources rather than international indexes.

Inclusion and Exclusion Criteria

Documents were retained or excluded based on explicit criteria to ensure the corpus remained focused and credible. A document was included if it (a) addressed community libraries, reading gardens, or literacy practices; (b) specifically referred to Lombok Island or West Nusa Tenggara (NTB); (c) was published between 2015 and 2026; (d) took the form of a peer-reviewed article, thesis/dissertation, official report, institutional publication, or news item from an identifiable media outlet; and (e) was written in Indonesian or English and was fully accessible. A document was excluded if it fell outside the geographical scope, discussed literacy only in general terms without focusing on community libraries, was not fully accessible, or failed the credibility assessment outlined below. Table 1 summarizes these criteria. When applied to the 30 content-relevant sources shown in Figure 1, the geographical scope criterion distinguished the 9 documents retained as the Lombok/NTB empirical corpus from the 21 documents retained as comparative literature.

Because part of the corpus is derived from online sources, each internet source was assessed against a set of credibility criteria before use, to address concerns that online material may lack verified editorial standards (Apriandi et al., 2024; Bowen, 2009). Each link was assessed on five dimensions—the clarity of the author or publishing institution, the type and reputation of the publisher, the presence or absence of editorial standards or accountability, confirmation by at least one independent source, and the currency and relevance of the information. Sources that did not meet the minimum threshold were discarded, and each factual claim taken from a single online source was cross-checked (triangulated) with other literature or authoritative records. Table 2 presents the credibility assessment criteria applied to the internet sources.

Assessment (Quality Appraisal)

To address concerns that different genres of documents (peer-reviewed articles, institutional reports, and news stories) cannot be assessed for credibility in the same way, all 10 core corpus documents were assessed for quality using four criteria summarized in Table 3, adapted from Bowen's (2009) document

Table 3. Document quality assessment criteria.

Code	Criteria	Assessment questions (score 0-2)
C1	Authorship/institution	Can the author or responsible agency be identified and held accountable?
C2	Clarity of purpose & method	Is the purpose of writing/collecting information and how to obtain it clearly stated, or can it be summarized?
C3	Completeness of context	Are events adequately reported in terms of who, when, where, and how?
C4	Confirmation	Can the main claim be confirmed by at least one independent source (triangulation)?

assessment framework and Hawker et al.'s (2002) qualitative evidence assessment framework adapted for documentary and journalistic sources. Each criterion was scored as 0 (not met), 1 (partially met), or 2 (met), resulting in a total score ranging from 0 to 8.

Table 4 reports the score for each document. Documents with a score of 7-8 are categorized as high, 4-6 as medium, and 0-3 as low. Because the core corpus is small and the topic is rarely covered in the indexed literature (see the Scopus robustness panel in Figure 1), documents with a medium score were not excluded from the synthesis. However, claims that rely solely on documents with a medium score are marked with caution in the Results and Discussion section.

Data analysis

Documents were analyzed using thematic document analysis through the stages of data reduction, data presentation, and conclusion drawing. In the reduction stage, information irrelevant to Lombok Island was removed; the remaining material was coded and grouped into three themes derived from the research questions: the general condition of community libraries, management challenges, and the role of community libraries in supporting literacy. Findings were then presented narratively and compared across districts, and conclusions were drawn based on the research objectives. The stopping point for document collection was determined by thematic saturation, understood as information redundancy: collection was stopped when additional documents no longer revealed new themes or patterns at the district level. This criterion was adapted from qualitative methodology and applied here to documentary data, rather than interview data, following Bowen's (2008) discussion of saturation in naturalistic and document-based inquiry, as well as the broader discussion of data saturation as a point of information redundancy (Guest et al., 2006). Throughout the analysis, triangulation between documents was used to reduce reliance on a single source and strengthen the credibility of interpretations (Bowen, 2009). Because coding was done manually by the researchers without CAQDAS

Table 4. Quality assessment scores of the lombok/ntb core corpus documents.

Document	C1	C2	C3	C4	Total (max. 8)	Category
Widodo et al. (2020)	2	2	2	2	8	Tall
Silfia (2025)	2	1	2	1	6	Currently
Princess (2026)	1	1	2	2	6	Currently
Belinda et al. (2023)	2	2	2	1	7	Tall
Novrizaldi (2024)	2	1	2	1	6	Currently
Selaparang News (2026)	1	1	1	1	4	Currently
Muttaqin et al. (2020)	2	2	2	1	7	Tall
Ulfayanti (2026)	2	1	2	1	6	Currently
NTB Library Office (2024)	2	2	1	1	6	Currently
Rizki et al. (2025)	2	2	2	1	7	Tall

Table 5. Thematic coding matrix (number of citations coded per document).

Document	General conditions	Management challenges	The role of literacy	Total
Widodo et al. (2020)	2	3	1	6
Silfia (2025)	2	1	1	4
Princess (2026)	1	0	2	3
Belinda et al. (2023)	2	2	1	5
Novrizaldi (2024)	2	1	1	4
Selaparang News (2026)	1	0	2	3
Muttaqin et al. (2020)	1	1	3	5
Ulfayanti (2026)	1	0	2	3
NTB Library Office (2024)	2	0	0	2
Rizki et al. (2025)	2	1	1	4
Total	16	9	14	39

software, an audit trail was created to keep the process traceable: each coded quote was recorded in a spreadsheet along with its derived themes following Braun and Clarke's (2006) thematic analysis procedure, and then the two researchers independently reread 30% of the documents and discussed coding discrepancies until consensus was reached. Table 5 summarizes the final coding results as evidence of the audit, showing the number of quotes coded under each theme for each core corpus document.

■ RESULTS AND DISCUSSION

Conditions and challenges of the library community on Lombok Island

Literature and online sources indicate that community reading parks and libraries are spread across nearly all districts and cities on Lombok Island, albeit at varying stages of development. In Central Lombok, a library community forum oversees dozens of reading parks initiated by village youth (Widodo et al., 2020). In West Lombok, the establishment of reading parks followed multiple paths in three documented villages: the Patuh Pacu reading park in Aik Mual Hamlet (East Sekotong, Lembar) was established through a collaboration between an asset management company's social responsibility program and a non-governmental foundation, and subsequently received book donations from the local police (Silfia, 2025; Putri, 2026); in Karang Bayan (Lingsar), a school- and village-driven "reading stall" initiative grew from local educators and volunteers, rather than corporate support (Belinda et al., 2023); and in Perampuan (Labuapi), a village library was established through a partnership between a university's international relations program, the village government, and the NTB Language Office, with an initial collection of approximately 350 books (Rizki et al., 2025). In North Lombok, a reading park grew through collaboration among the village government, the ministry, and the National Library, supported by book donations and literacy training (Novrizaldi, 2024). In East Lombok, dozens of literacy communities and reading parks formed a loose network interconnected through joint activities (Selaparang News, 2026). Read together, rather than as a single case, these documented sites show that community libraries in Lombok did not grow from a single model, but rather from a combination of citizen initiatives, corporate and non-governmental support, academic partnerships, and government programs. The three cases in West Lombok, in particular, show that even within a single district, paths to establishment can differ significantly across locations: the NGO-corporate route in Aik Mual, the volunteer school route in Karang Bayan, and the academic-village government partnership route in Perampuan.

Official data on the exact number of community libraries on Lombok Island remains scattered and has not been compiled into a

Table 6. Operational challenge patterns per district (cross-tabulation).

Regency	Regeneration/ cadre development of managers	Limited book collection	Government support is uneven	Episodic donation dependency	Coordination between district agencies
West Lombok	–	E	T	E	E (no forum)
Central Lombok	E	E	E	T	M (there is a TBM forum)
North Lombok	–	–	M	T	M (cross-ministerial coordination)
East Lombok	–	–	–	–	T (loose network via shared activities)

single, comprehensive database. The NTB Provincial Library and Archives Office recorded 145 accredited libraries in 2023; however, this figure encompasses all types of libraries, from school and university libraries to village libraries, and therefore does not specifically reflect the number managed by communities (NTB Library Office, 2024). At the district level, more specific figures emerge from research and news reports covering specific regions. Widodo et al. (2020) noted that, although not all are actively operating, approximately 52 community reading parks are members of the library community forum in Central Lombok. In North Lombok, a cross-ministerial coordination program supported 10 village/sub-district libraries and 5 community reading parks in 2024 (Novrizaldi, 2024). This scattered distribution confirms the lack of a unified database that comprehensively maps all community libraries on Lombok Island.

Table 6 summarises the pattern of operational challenges per district as reported by the collected sources, compared to the full narrative discussion in the Discussion section. The symbol "E" marks challenges explicitly mentioned by the source, "T" marks implied or partial mention, "M" marks conditions that were reported as relatively resolved. A hyphen (–) indicates that the collected source did not report enough information to assess that dimension, but does not mean that the challenge does not exist.

Figure 2 presents a concept map linking each regency to its dominant establishment or funding pathway, its primary operational challenges, and the networks connecting it to other communities. This map illustrates that, despite their diverse backgrounds, these regencies share a common set of challenges and are increasingly bound together by an interconnected network.

The Role of The Library Community in Improving The Community's Literacy Culture

In addition to serving as reading spaces, community libraries in Lombok serve as meeting spaces that connect various parties within the region. The "Read Together in East Lombok" activity exemplifies this role. This activity brings together dozens of literacy communities, reading parks, student organizations, and education volunteers in one open space (Selaparang News, 2026). In North Lombok, several reading parks have even developed into traditional libraries that combine literacy activities with the preservation of Bayan community traditions (Muttaqin et al., 2020). This role demonstrates that community libraries in Lombok go beyond providing reading materials to strengthening community identity and social networks. These records come from activity documentation and online reports rather than direct measurements of social participation; therefore, they should be interpreted as indications of potential roles rather than verified evidence of direct impact.

One network that helps connect various reading parks in Lombok is the Lontar Foundation, also known as Lombok Pintar. Muttaqin et al. (2020) explain that the Lontar community actively spreads literacy culture in various regions of West Nusa Tenggara, including assisting reading parks in the Bayan traditional area of North Lombok. Lontar's role goes beyond supporting one or two reading parks. This network also serves as a platform

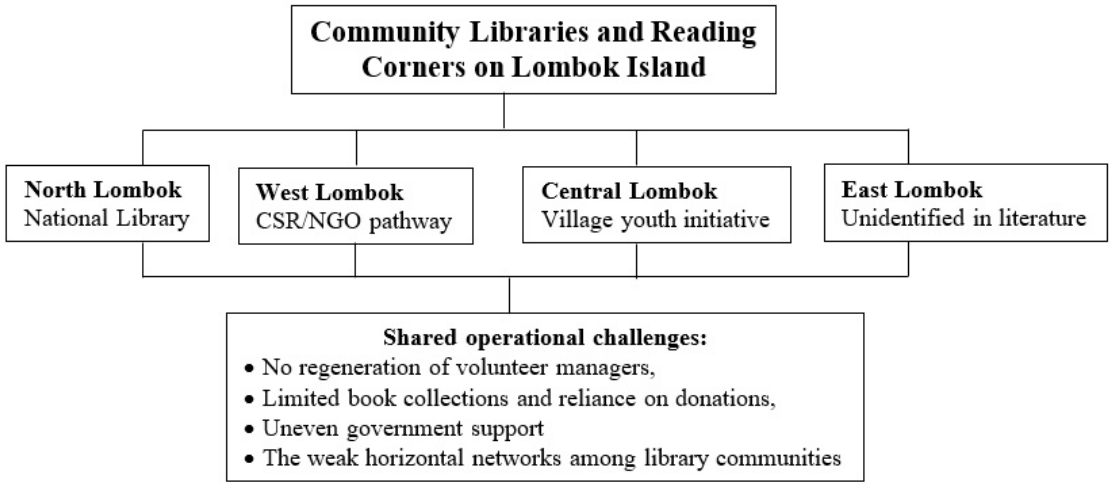


Figure 2. Community library communities on lombok island: a source of initiatives and shared challenges.

for new literacy communities that are formed later. For example, the Kelana Aksara literacy community, founded by Sociology students at the University of Mataram in early 2026, chose to be under the auspices of the Lontar Foundation or Lombok Pintar to benefit from a broader network and support (Ulfayanti, 2026). Based on these accounts, Lontar appears to function as a node connecting existing reading parks with new communities, allowing knowledge and resources to flow between communities rather than being isolated in each location.

Why Operational Challenges Persist?

While reading parks across Lombok face recurring issues of manager turnover, limited collections, and uneven support, a more analytically useful question is why these issues persist even after external interventions such as book donations and literacy training. Several structural barriers help explain this. First, management relies on unpaid volunteers and lacks institutionalized cadre development pathways, so when founders or key volunteers move or run out of time, there is no formal role or replacement to take over (Widodo et al., 2020; Septiono et al., 2019; Alfatih et al., 2025). Second, external interventions are typically one-off book donations and one-time training rather than recurring operational support, so they only temporarily increase capacity without establishing routines that can sustain it. Third, many reading parks rely on a single charismatic leader, centralizing knowledge and legitimacy in one person and making the regeneration process fragile. Fourth, funding is tied to episodic donations, rather than recurring budget items, so managers expend limited energy seeking the next donation rather than developing cadres. Finally, the absence of a coordinating body at the district level prevents learning and management personnel from being distributed across locations. These barriers reinforce each other: volunteer turnover interacts with episodic funding and weak regeneration, so, as Hidayah et al. (2019) show for village-level literacy movements, sustainability depends on active village government and community leadership rather than on stand-alone program inputs. Seen in this way, the regeneration problem is not simply a lack of interventions, but rather a lack of institutional mechanisms that translate interventions into lasting capacity.

A striking difference is evident in the level of government support across regions. North Lombok received relatively structured attention, marked by cross-ministerial coordination and the distribution of aid to ten village libraries and five community reading centers under one program (Novrizaldi, 2024). Conversely, managers deemed village government support in Central Lombok suboptimal, resulting in most literacy activities being run independently by residents (Widodo et al., 2020). This disparity contrasts with Wisudayanti's (2017) findings in Surabaya, where libraries serve as a benchmark for community progress because of their well-established institutionalization. In Lombok, reading centers still rely heavily on individual initiative and temporary assistance, indicating that the institutionalization of community libraries in rural Lombok is far less uniform than that of regional libraries in large cities like Surabaya.

The Role of Community Libraries in Literacy Networks

The liaison role attributed to Lontar also aligns with previous findings that position

reading park managers as facilitators, motivators, and pioneers of rural literacy movements (Widodo et al., 2020), as well as with Wisudayanti's (2017) account of regional libraries as sources of information and drivers of change. A noteworthy difference lies in the institutional scale: while libraries in Surabaya operate within a formal bureaucratic system, a similar role in Lombok is carried out by self-help communities and informal networks with far more limited resources. This comparison suggests that both formal institutions and informal communities can drive literacy, as long as committed local actors and liaison networks are in place—an interpretation that aligns with Hidayah et al.'s (2019) account of the determining role of local leadership.

The implications for strengthening literacy are the value of a cross-stakeholder collaboration model. The Patuh Pacu case, which simultaneously involved a company, a non-governmental foundation, the local police, a school, and the village government, demonstrates how cross-sector collaboration can expand the reach and resources of reading parks (Silfia, 2025; Putri, 2026). A network model like Lontar's can, in principle, be replicated in areas currently reliant on a single form of support, such as one-time book donations. However, reliance on external parties also carries risks, as the program can stall once partners shift their attention. Therefore, strengthening managers' internal capacity, along with cadre development in Central Lombok, must remain a priority.

Research Limitations

This study has three main limitations. First, all data come from literature and internet documentation without field verification, so comparisons between districts remain descriptive and are not measured by standardized indicators. Second, no geospatial tools such as QGIS or ArcGIS were used, since verified village-level geospatial data were unavailable; Figure 2 is therefore presented as a simplified diagram based on documented sites rather than a georeferenced map. Third, the finding that this topic is "not yet indexed by Scopus" applies only to that database and the five-keyphrase strategy used, and does not necessarily extend to other databases or untested keyword combinations.

Further Research Directions

Corresponding to these limitations, future research should address each in turn. First, fieldwork and primary data collection are needed to confirm the patterns identified here and to allow district comparisons to be measured with standardized indicators rather than description alone. Second, once verified village-level geospatial data are available, subsequent studies could apply tools such as QGIS or ArcGIS to map the distribution of reading gardens more precisely than the diagram in Figure 2. Third, further searches in other databases, such as Web of Science or Dimensions, and with additional keyword combinations, would help establish whether the indexing gap found in Scopus holds more broadly.

Practical Implications and Recommendations

The study has several implications for community-based literacy management in Lombok. The sustainability of reading parks cannot rely solely on the volunteerism of village youth, and centralizing government assistance in certain districts risks widening the literacy gap between regions. However, at the macro level, these implications remain difficult to implement without concrete governance instruments.

On a practical level, village officials and district-level library and education departments can implement a small number of concrete funding tools to keep reading parks operating. First, villages can allocate a specific, recurring operational budget line for community reading parks in the Village Budget (APBDes), funded from Village Funds, to cover basic operational costs such as electricity, simple maintenance, and regular book replenishment, eliminating the need for episodic donations. Second, a modest monthly honorarium or transportation allowance for one or two management cadres could be attached to this budget line to reduce volunteer turnover, which can lead to regeneration issues. Third, Village Regulations could formally recognize reading parks and incorporate them into the Village Medium-Term Development Plan (RPJMDes), giving them a stable institutional footing rather than relying on a single driver. Fourth, at the district level, library departments could implement matching-grant or rotating book-collection schemes, where villages that allocate their own operational funds receive additional collections and training; these schemes reward local commitment while distributing support more equitably across districts. Fifth, a simple, shared reporting format across locations will allow district offices to monitor which reading parks are still active and reallocate support as needed. These instruments are intentionally designed to be low-cost and administratively

feasible, translating the broad implications of this research into actions within the existing authority of village and district governments.

■ CONCLUSION

This study aims to describe the conditions and challenges of library communities on Lombok Island and analyze their role in enhancing local literacy culture. Regarding the first objective, reading parks and community libraries are spread across various regencies and cities in West Lombok, Central Lombok, North Lombok, and East Lombok through various establishment channels, including village youth initiatives, collaborations with non-governmental organizations and companies, and government programs. Almost all face similar challenges, particularly developing management cadres, limited book collections, and dependence on temporary assistance, while government support is distributed unevenly across regions.

Regarding the second objective, documentary evidence suggests that community libraries in Lombok can play a role beyond simply providing reading materials. Available records depict them as cross-community meeting spaces, drivers of collaborative literacy activities, and, in North Lombok, platforms for preserving local traditions through a reading garden that evolved into a traditional library. Based on these documented cases, community libraries appear to contribute to reading interest, social networks, and cultural identity. At the same time, collaborative models among residents, schools, non-governmental organizations, and village governments suggest possible avenues for expanding the resources and reach of literacy programs. Because these findings rely on documentary sources, the presented as indications of potential that need to be tested through further fieldwork.

Overall, this study shows that community libraries on Lombok Island play a strategically important but fragile role in supporting community literacy, with sustainability threatened by reliance on volunteerism and inconsistent support—a fragility that, borrowing a term from library-based community resilience studies, reflects social capital that is not yet supported by adequate institutional capacity (Vårheim, 2017). Strengthening managers' capacity, equalizing government support across regions, and expanding cross-sector collaboration models supported by concrete funding allocation instruments at the village and district levels are therefore crucial for a more stable role for community libraries in the long term.

■ DECLARATION OF GENERATIVE AI USAGE IN THE WRITING PROCESS

During the drafting of this manuscript, the author(s) used Claude AI to refine sentence structure and check grammar. Following the use of this tool, the author(s) reviewed and revised the content as necessary and accept full responsibility for the final content of the article.

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