

The Tanah Ombak Reading Community as a New Social Movement to Improve Literacy Among Coastal Children

Zulfadli¹, Juwita², Indah Fadilla³, Vanessa Syahri Yelsi⁴, Gilang Riski Muhammad⁵, Hamdan Khairul Amar⁶

Universitas Andalas Padang, Indonesia^{1,2,3,4,5,6}

{zulfadli@soc.unand.ac.id¹, juwita9februari@gmail.com²,
indahfadilla0910@gmail.com³, vanessa.syahriyelsi@gmail.com⁴,
gilangriski660@gmail.com⁵, khairulhamdan321@gmail.com⁶}

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Abstract. The low level of literacy among children in coastal areas of Padang City constitutes a critical issue influenced by limited access to education, low socio-economic conditions, and high social vulnerability. This condition is further reinforced by the low Community Literacy Development Index (IPLM) of West Sumatra, which stands at only 9.8%, indicating a weak literacy culture within the community. Therefore, innovative and contextual community-based interventions are urgently needed. This community engagement aims to provide assistance and analyze the contribution of the Tanah Ombak Community in improving literacy among coastal children in Purus Beach, Padang. The study employs a qualitative approach with a case study design, utilizing in-depth interviews, participatory observation, and documentation. The findings reveal that art- and community-based literacy interventions significantly enhance children's engagement and reading habits. This is evidenced by a routine of reading at least 15 pages per day, increased participation in literacy activities, and behavioral changes toward more productive activities. The main strategies include integrating literacy with art and theater, innovating mobile library services through the "Vespa Pustaka," and fostering continuous reading and writing practices. The implications of these findings confirm that creativity- and community-based literacy approaches are effective in building a reading culture, enhancing children's cognitive and social capacities, and contributing to social transformation in marginalized communities. This model is relevant for replication in similar contexts as a strategy for strengthening locally grounded literacy initiatives.

Katakunci: *Gerakan Sosial Baru; Membaca; Anak-anak; Komunitas Tanah Ombak Daerah Pesisir.*

Abstrak. Rendahnya literasi anak di kawasan pesisir Kota Padang merupakan isu krusial yang dipengaruhi oleh keterbatasan akses pendidikan, kondisi sosial-ekonomi rendah, dan tingginya kerentanan sosial. Hal ini diperkuat oleh rendahnya Indeks Pembangunan Literasi Masyarakat (IPLM) Sumatera Barat yang hanya mencapai 9,8%, menunjukkan lemahnya budaya literasi pada masyarakat. Oleh karena itu, diperlukan intervensi berbasis

komunitas yang inovatif dan kontekstual. Pengabdian ini bertujuan memberikan pendampingan dan menganalisis kontribusi Komunitas Tanah Ombak dalam meningkatkan literasi anak-anak pesisir di Pantai Purus, Padang. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus melalui wawancara mendalam, observasi partisipatif, dan dokumentasi. Temuan menunjukkan bahwa intervensi literasi berbasis seni dan komunitas mampu meningkatkan keterlibatan dan kebiasaan membaca anak secara signifikan, ditandai dengan rutinitas membaca minimal 15 halaman per hari, peningkatan partisipasi dalam kegiatan literasi, serta perubahan perilaku menuju aktivitas yang lebih produktif. Strategi utama meliputi integrasi literasi dengan seni dan teater, inovasi perpustakaan keliling “Vespa Pustaka”, serta pembiasaan membaca dan menulis secara berkelanjutan. Implikasi hasil ini menegaskan bahwa pendekatan literasi berbasis kreativitas dan komunitas efektif dalam membangun budaya baca, meningkatkan kapasitas kognitif dan sosial anak, serta berkontribusi pada transformasi sosial masyarakat marginal. Model ini relevan untuk direplikasi dalam konteks serupa sebagai strategi penguatan literasi berbasis lokal.

1 Introduction

Improving reading literacy among children living in coastal areas remains a major challenge amid unfavorable socioeconomic conditions, limited access to education, an environment that is not conducive to learning, and a scarcity of literacy resources (Mana & Tinri, 2026). These conditions have led to low reading literacy among children living in the area. Furthermore, the situation is exacerbated by overcrowded housing, poverty, poor health, and crime, resulting in a generally low awareness of the importance of literacy (Zubaidi, 2023). Although the government has implemented the National Literacy Movement (GLN) through educational institutions, community organizations, and individuals (Koesoema, Doni, 2017).

However, efforts to improve literacy have not yet fully reached children living in coastal areas. However, the government's literacy movement has not fully reached coastal communities, which are often characterized by densely populated settlements, poverty, health issues, crime, and social marginalization (Maria Luisa Canieso, 1996). In such social conditions, literacy challenges become increasingly complex and

difficult to address not only for the general population but also for children living in coastal areas (Irmansah & Irfan, 2023). Awareness of the low literacy levels particularly among children living in coastal areas, who also face a range of complex and persistent social issues has led to the emergence of a new social movement aimed at improving reading literacy among children in the Padang coastal region (Pazoto et al., 2022).

According to the 2020 data from the National Library, the Community Literacy Development Index (IPLM) of West Sumatra remains very low, at only 9.8%. This figure places West Sumatra in 24th position out of 34 provinces in Indonesia (*Minat Baca Masyarakat Sumbar Masih Rendah*, 2021). Among the 19 districts/cities in West Sumatra, Padang Panjang is the city with the highest Community Literacy Development Index (IPLM), with a score of 47.20 within the province. In addition to Padang Panjang, Padang City also demonstrates a strong literacy development index (*IPLM Padang Panjang Tertinggi Di Sumatera Barat*, 2022). Although the Community Literacy Development Index (IPLM) remains low, the illiteracy rate in West Sumatra shows a declining trend. According to 2021 data from BPS, the total illiteracy rate across the province is 0.41%. The distribution of illiteracy rates within the provinces of West Sumatra exhibits varying characteristics across different districts and cities. Based on the aforementioned facts, it is clear that the literacy culture remains low and must be more deeply instilled within the society of West Sumatra, particularly among the younger generation.

Various efforts have been made to enhance literacy among the people and children in West Sumatra. Palito Sumbar is a mapping project of various literacy-activating communities in the region, including information on community reading gardens, reading corners, mobile libraries, reading houses, writing initiatives, Pustaka Nagari, storytelling, and literary studies (<https://Palitosumbar.Kemdikbud.Go.Id/>, 2019). The low literacy index in West Sumatra over the past two decades, predominantly inhabited by the Minangkabau ethnic group, is particularly regrettable, considering the historical context (Gucandra & Aprison, 2025). The Minangkabau region was once recognized for its early progress in education. The development of educational institutions has led to a significant transformation, giving rise to a number of

intellectuals and religious scholars who became key figures in driving reform, as well as the emergence of a modern national elite originating from Minangkabau (Abdullah, 2021; Benda-Beckmann & Benda-Beckmann, 2013;)

Many studies have been conducted on literacy communities, such as the work by Wanda Kristi Petronella et al. (2021), which describes the role of literacy communities in supporting the reading interest of the millennial generation at the Rumah Baca Cafe in Kotamobagu. Furthermore, the literacy community was also discussed by Lilik Kurniasari (2020) in relation to 'Pustaka Sarwaga' and its efforts to develop early literacy skills in Semarang (Kurniasari & Arfa, 2020). Similarly, literacy movements based on specific communities, such as those at Sudut Baca Soreang, have also been implemented (Yanto et al., 2016). Enhancing the capacity and skills of literacy movers is also essential to provide relevant information, approaches, and methods that are effective in the literacy movement (Yu et al., 2024). Based on the studies outlined above literacy movement communities have different target focuses, such as urban populations, rural areas, suburban regions, densely populated urban areas, public facilities, and other public services.

This study aims to complement existing research by examining the social movement initiated by the Tanah Ombak Community in enhancing public literacy through an arts-based approach. The arts, with their various forms of expression, serve as a unique attraction for children, stimulating reading activities. This includes art and theater-based approaches, writing, storytelling narratives, environmental-based initiatives, and various other literacy methods. Although the involvement and contributions of the Tanah Ombak Community in improving public literacy have already been the subject of previous studies, such as those by Susanti et al (2020), This study is part of a community service program aimed at increasing children's participation in literacy at Rumah Baca Tanah Ombak. Similarly, the study conducted by Abdulrahman (2020) examines the mobilization of resources by the Tanah Ombak community to enhance literacy among children in Pantai Purus. Gang Purus III,

located on the coastal area of Padang City, was once known by the nickname “Gang Setan” (Fadil Abdulrahman, 2020).

This nickname was based on the behaviors and habits of the community in that area, which tended to deviate from the prevailing social values and norms, such as the prevalence of criminal activities, gambling, and the habitual consumption of alcoholic beverages (Grönroos et al., 2026). Meanwhile, children in the area grow up in the midst of various social issues, as mentioned above. Additionally, a study conducted by Adinda (2023) revealed that the Tanah Ombak community plays a significant role in the social changes initiated by local elites in the Purus Beach area of Padang (Adinda & Putra, 2023). It was also revealed that the Tanah Ombak community plays a crucial role in the empowerment of marginalized communities. Based on the various studies above, this study, which focuses on the Tanah Ombak reading community from the perspective of new social movements, has not been fully mapped out.

This article is based on the argument that the activities of the Tanah Ombak Community in enhancing literacy among children in the coastal areas of Padang can be considered part of a new social movement, oriented towards humanitarian issues and universal in nature. This community is also active in encouraging social change within the coastal communities of Padang. The Tanah Ombak Community provides a response to the lack of attention given to children in coastal areas, as it serves as a platform for improving literacy by offering access to a variety of books for children to read, including textbooks, comics, and novels. Through its literacy platform, the Tanah Ombak Community offers reading materials compiled in a mini-library as an effort to open access to books for children and the community in the Purus coastal area. This activity is one of the strategies and efforts to improve children's literacy.

2 Method

The Tanah Ombak Community, as an active literacy movement in the coastal areas of Padang, serves as the unit of analysis in this study. The low reading interest among children living in the coastal areas of Padang has become a serious challenge for literacy activists in transforming literacy within the education sector. Various social conditions in the coastal community, characterized by openness, egalitarianism, densely populated areas, with the majority working as fishermen and earning low incomes, along with issues such as education, poverty, crime, and literacy, have posed serious threats to the literacy of children living in these coastal areas. Meanwhile, children grow and develop amidst various social problems, as mentioned above. In addition, the coastal area of Padang, particularly in Gang Purus III, is also known as “Gang Setan” due to the prevalence of various social issues within the community. By studying literacy activists in the coastal areas, a problem-solving model (lesson learned) can be developed to address literacy issues in Padang City

This study employs a qualitative method with a case study approach. The case study is used to understand the background of an issue or the interactions of individuals or groups within a specific social unit to effectively comprehend how people, events, natural settings, and particular occurrences operate or function within their context. In the context of this research, the focus will be on the role of the Tanah Ombak movement in enhancing literacy among children in the coastal areas, as well as the perspectives and responses of the Purus III community towards the Tanah Ombak community and the various literacy activities carried out by the Tanah Ombak literacy activists. The selection of the Tanah Ombak literacy activists as the unit of analysis is based on the fact that this community faces numerous challenges in improving literacy for children in the coastal areas of Padang, compared to other literacy activists in Padang City. Moreover, the approach used in improving literacy among children emphasizes the values of art and creativity to attract and stimulate children’s interest in reading.

Informants in this study were selected through purposive sampling. The reason for using this technique is that the researcher has

mapped out individuals who will serve as informants. The informants in this study include the managers of Tanah Ombak, children who actively engage in learning at Tanah Ombak, and residents of the Purus Beach area in Padang. Data for this study were obtained through interviews with various elements of society. One of the key informants is the founder of Tanah Ombak, who is directly involved as a driving force behind the community. Additionally, interviews were conducted with residents of the coastal area of Padang who have witnessed the activities of the community and with children actively participating in the learning activities at Tanah Ombak, who have experienced the impact of the community. Supporting data were also collected from various documents, media reports, and internet sources.

3 Results

Improving literacy through the arts

The Tanah Ombak Literacy Reading House Community is an active literacy movement aimed at improving reading habits among children in the Pantai Purus area of Padang City. This community was founded by Syuhendri and Yusrizal KW and was officially declared on July 7, 2014. In their efforts to promote literacy, the Tanah Ombak Community utilizes creativity, especially in the fields of art and theater, as a means of engaging children from the coastal areas, who generally lack interest in reading activities. Additionally, the community establishes collaborations with various parties to support their literacy programs. In its approach, the community uses art as a tool to attract children. For example, children who are interested in joining the community's activities are required to read at least 15 pages of a book every day. Through this method, the Tanah Ombak Community strives to change the reading habits of children in the coastal areas who are less inclined to read, by combining their interest in art with literacy activities.

The Tanah Ombak Community's efforts to enhance literacy among children in coastal areas are carried out through the medium of art. As expressed by the founder of the Tanah Ombak Community, Syuhendri, the community uses art as a tool to attract children's interest and engage them in reading activities:

“We enhance literacy through creativity, especially in the fields of art, theater, and by building cooperation with various parties. This creativity serves as a 'bait' for the children. If they want to join in the art activities, they must read a book first.” (Interviewed, November 23, 2023)”

Learning theater is one of the arts taught to children in the coastal area, but theater is not a regular activity; it is conducted periodically, a week before the performance event, which is usually held once a week (Akkapram, 2024). Therefore, every week, the children are trained daily for the theater performance that will take place the following week. The training takes place in a spacious room at Tanah Ombak, with thick mats located in the center of the room. In this activity, the children are taught various character roles that will be performed during the show. Through this process, children learn the difference between good and bad characters. Each performance involves multiple roles, providing children with various character options to portray.

This practice demonstrates how literacy is not only understood as the ability to read, but also as a process of meaning-making and character building, where children interpret texts, transform them into performances, and internalize moral values (Armiani et al., 2025). Such an approach aligns with arts-based literacy studies, which argue that art provides an alternative pedagogical pathway for children from marginalized communities. Enhancing literacy through the arts, such as theater, music, and visual arts, has proven to be an effective way to express the creativity of children in the coastal areas of Padang City. Field observations reveal that children who initially showed reluctance to read became more enthusiastic when reading was linked with preparation for theater performance. This finding indicates that integrating literacy with creative expression can significantly improve motivation and consistency in reading practices

The Tanah Ombak community, which initially focused on arts and social functions in the Pantai Purus area of Padang, shifted toward literacy development. The community, driven by its founder Syuhendri, who has a background in theater arts, gradually transitioned into a literacy community aimed at fostering the reading interest of children

and teenagers. Every child and teenager living in the Pantai Purus area is required to read for at least 15 minutes every day. Additionally, the children are taught writing, allowing them to express their thoughts in written form. They are also provided with a variety of reading materials, such as poetry, essays, and prose. The inclusion of writing practices alongside reading indicates that Tanah Ombak promotes multiliteracies, enabling children not only to consume texts but also to produce creative works. This represents a transformative form of literacy that fosters critical thinking, imagination, and agency among coastal youth.

Through the literacy activities developed by the Tanah Ombak community, it has become a foundation for change, elevating self-esteem, changing behavior, and serving as a gathering place for creative individuals while also offering recreational space (*Cara Komunitas Tanah Ombak Padang Bikin Anak-Anak Nelayan Akrab Dengan Buk*, 2021).

as illustrated in Figure, Children participating in theater practice as part of Tanah Ombak's literacy program



Figure 1. *Tanah Ombak Instagram Social Media 2023*

Empirical evidence suggests that the community has succeeded in shifting children's daily routines from passive engagement in unproductive activities to active participation in literacy-based cultural practices. This demonstrates the role of Tanah Ombak not only as a literacy hub, but also as a space of social transformation in a marginalized coastal setting.

Improving Literacy Through the Vespa Library Movement

The Vespa Library is an initiative by the Tanah Ombak Community, where they travel around using Vespa scooters to meet readers in the Pantai Purus area of Padang, especially in crowded places where many children gather. This mobile library activity aims to foster reading interest within the community, hoping to raise awareness about the importance of reading. The Vespa Library program was launched by its founder, Yusrizal KW, and is carried out by volunteers who travel every Saturday and Sunday around the Padang Beach area.

In addition to the Vespa, the library on wheels is also accompanied by a book-carrying bicycle, with a book backpack containing various kinds of books intended for children and young readers. As such, the Vespa Library can be regarded as a new social movement driven collectively by volunteers, following its main tagline, "I will find you until you read." The goal of this initiative is that the Vespa Library seeks out its readers, rather than the readers having to search for the library. Using vehicles as a means to bring books closer to the people allows access to literature that might otherwise be difficult to reach through conventional libraries (*Komunitas Tanah Ombak Padang Luncurkan Vespa Pustaka*, 2017). In addition to the Vespa Library, there are similar activities such as the Study Antasi (2021), the Kuda Pustaka in Purbalingga, Central Java, Pustaka Pattingalloang in Sulawesi, and Noken Pustaka in Papua.

These initiatives, like the Vespa Library, involve creative and mobile approaches to improve literacy by bringing books directly to communities, especially to areas with limited access to traditional libraries (Antasari, 2021). "Kuda Pustaka" is an innovative initiative in several regions of Indonesia, where vehicles like motorcycles are modified into mobile libraries. This concept is highly effective in providing access to literature in communities that may be difficult to reach by conventional libraries. By using vehicles as moving libraries, they bring books and other learning resources directly to places that need them, such as remote villages, densely populated urban areas, or isolated regions. This is a great example of how technology and creativity can be used to enhance access to education and literacy, even in places

with limited resources. Tanah Ombak memiliki armada bergerak yang merupakan cikal bakal perpustakaan yaitu vespa pustaka.

As stated by Syuhendri: "As a matter of fact, we have a mobile fleet, such as Vespa, electric motorcycles from PLN, and even cars. The fleet depends on the driver, because we don't have a consistent driver due to various issues." (Interviewed, November 13, 2024).

As illustrated in Figure Vespa Pustaka bringing books to coastal children in Padang.



Figure 2. *Field Documentation*

Field documentation (Picture 2) shows that children enthusiastically gather around the Vespa, selecting books and reading together in informal outdoor spaces. This illustrates how mobility and creativity are essential in overcoming the lack of conventional library infrastructure in marginalized coastal communities. From an academic perspective, the Vespa Pustaka embodies the principle of community-based literacy innovation. It demonstrates how grassroots movements creatively respond to structural limitations by transforming everyday objects into educational tools. This aligns with the concept of "new social movements" that emphasize humanitarian issues such as education, rather than material or economic struggles.

Furthermore, the Vespa Pustaka reduces barriers to literacy by removing the need for children to travel to fixed reading spaces, which may be distant or inaccessible. Interviews with community members

reveal that the mobile library has become a weekly event that children look forward to, thereby normalizing reading as part of their social routine. This finding highlights that mobility-based literacy interventions are not only pragmatic but also symbolic, as they signify the community's commitment to democratizing access to books and reshaping public spaces into arenas of learning. In this way, the Vespa Pustaka fosters both literacy skills and a culture of togetherness among coastal children, strengthening social cohesion in the process.

Improving Literacy Through Reading and Writing Books

The activities conducted by the Tanah Ombak community for children in the coastal area focus on literacy, particularly reading. The Tanah Ombak community serves as a reading park, and reading should be a daily activity for children in this area. The Tanah Ombak community has a collection of books that can be read by children and adults alike. These books are arranged on the first and second floors of the Tanah Ombak community secretariat. Anyone is welcome to read the books at the Tanah Ombak secretariat, from adults to teenagers and children. However, the books owned by the Tanah Ombak community are only for reading at the Tanah Ombak location and are not available for borrowing. Reading at the Tanah Ombak community secretariat is available every day from morning until night, as long as there is a manager or volunteer present to oversee the space.

The Tanah Ombak community is open to the public. Every child who visits Tanah Ombak on regular days is required to pick one book they want to read before engaging in any other activities. They are taught to make reading a daily habit, with a minimum of 15 minutes or 15 pages of reading, as stated by Syuhendri:

“actually, children are reluctant to read, so we provide things that attract their attention to books. The children are required to read at least 15 pages of a book every day” (interviewed on November 23, 2024).

The books available at Tanah Ombak are donations, as stated by Syuhendri:

“...these books are donations from various groups, such as the community, individuals, organizations, the government, and bookstores”

(interviewed on November 13, 2024). As illustrated in Figure Reading activities at the Tanah Ombak secretariat.



Figure 3. *Field Documentation*

Empirical findings show that the existence of a physical reading space at Tanah Ombak encourages children to develop consistent reading habits, even in an environment where access to libraries is limited. The daily requirement of reading 15 minutes or 15 pages provides a structured discipline that slowly reshapes children's routines into literacy-centered practices.

Writing activities are also carried out by the Tanah Ombak community. These writing activities include tasks such as writing poetry, short stories, or free compositions. The target participants for these activities are children from grade 5 and above. These writing sessions are held on Sundays. The aim of these activities, aside from honing the creativity and imagination of the participants, is to practice how to express feelings through writing. The writing activities take place at the Tanah Ombak community secretariat. Unlike reading activities, which can be done daily, writing sessions do not have a fixed schedule and are usually organized depending on the initiative of the organizers and volunteers, whether they are from within the Tanah Ombak community or external volunteers. Academically, these writing activities demonstrate the application of multiliteracies, where children are not only consumers of texts but also producers of meaning. This reflects Freire's critical literacy perspective, which emphasizes the importance of enabling learners to express their voices and challenge their realities through writing.

Reading and writing are essential literacy activities that every child at Tanah Ombak is required to engage in, as one of Tanah Ombak's main programs is to promote literacy in order to enhance the culture of reading and writing, especially among children. Every child who visits Tanah Ombak on regular days is required to pick a book they wish to read before engaging in any other activities. The children in the Purus beach area are taught to develop the habit of reading for at least 15 minutes or 15 pages every day. On regular days, children come to Tanah Ombak after Maghrib, as they attend school from morning until afternoon. Upon arriving, they immediately select a book from the bookshelf. After reading, the children are asked to write a brief summary of what they have read from the book. This empirical strategy linking reading with summarizing in written form helps children not only absorb content but also process information critically, thereby strengthening comprehension skills. From a theoretical standpoint, this practice resonates with constructivist learning approaches, where reading and writing are interconnected processes that build deeper cognitive engagement and personal reflection. Such activities are essential in transforming literacy from a mere technical skill into a cultural habit that shapes identity and critical awareness. As illustrated in Figure Writing activities conducted by Tanah Ombak community volunteers.



Figure 4. *Social Media Instagram Tanah Ombak 2022*

The presence of the Tanah Ombak community has encouraged children to become more actively involved in various reading activities. This is evident from the high level of participation among children who come to read and take part in literacy activities. The children engage in a variety of creative activities—such as storytelling, writing, discussions, and art projects—that support their literacy development.

4 Discussion

Based on the phenomenon above, it can be concluded that the Tanah Ombak Community plays a vital role in improving literacy among residents of the coastal area of Padang Beach, particularly by enhancing children's reading literacy through innovative and community-based approaches. Its literacy initiatives have evolved into a new social movement that aligns with the needs and interests of the local coastal community, making learning more engaging, meaningful, and accessible. Furthermore, this movement has fostered collaboration among various stakeholders, including government agencies, educational institutions, non-governmental organizations, and the private sector, enabling the exchange of ideas, resources, and support to broaden the impact of literacy programs. Such partnerships also create opportunities for innovation, including the integration of technology into learning activities. Therefore, the experience of the Tanah Ombak Community demonstrates that literacy is not only an educational endeavor but also a collective social effort that serves as a foundation for building a capable, inclusive, and empowered society.

Currently, literacy challenges remain a major issue in many countries around the world. However, through new social movements driven by technological innovation and a collaborative spirit, we can make significant progress in improving literacy rates. In this article, we will explore how new social movements can be an important force in strengthening community literacy. This view aligns with Gandio's perspective (Gandio, 2017). The concept of Social Movement Literacy (SML) provides a framework to understand the importance of literacy in engaging with and critically analyzing social movements. The goal of SML is to help the general public become more adept at reading and understanding the nature and functions of social movements. While new social movements are valuable contributors to our collective life, very few people—outside of activists and specialized academics—consciously educate themselves about the activities of these movements. SML is envisioned as an interdisciplinary public pedagogy effort that brings together academics and activists in the process of building core skills and knowledge. This enables individuals to recognize, discuss, and, if necessary, critically evaluate the ideologies, political motivations, and

tactics of social movements (Yue et al., 2023). By promoting SML, society can become more informed and engaged, allowing people to actively participate in or thoughtfully critique movements that shape their communities.

The same view is also expressed by Didiharyono et al. (2019), who state that increasing community knowledge through social movements focused on literacy can be an effective approach to addressing educational challenges and improving the overall quality of life. This perspective aligns with the idea that literacy movements are essential in empowering communities and fostering social change. By utilizing collaborative efforts and innovative strategies, literacy initiatives can play a crucial role in transforming society and creating more inclusive and educated populations. (Didiharyono, 2019).

New social movements using various artistic approaches, book procurement and reading movements through Vespa as carried out by the Tanah Ombak community can increase children's literacy on the Purus Coast of Padang City. In the social movement, it is stated that framing or framing issues in increasing public awareness has an important role in increasing understanding of the importance of literacy in everyday life (Sukmana, 2016; Tarrow, 2011). Through social media, community activities, collaboration with community leaders, this new social movement of the Tanah Ombak community can promote a culture of reading and learning in the community. Increasing awareness in literacy can overcome the low level of literacy and learning difficulties of coastal communities. The new social movement carried out by the Tanah Ombak Community in increasing the literacy of children living in the coastal area of Padang Beach can not only be a model in overcoming low literacy in coastal communities in Indonesia but also provide inspiration for other literacy movements in creating literacy villages in Indonesia. Social literacy movements (Social Movement Literacy) can not only be effective in increasing community literacy but can also be an inspiration for other similar movements.

5 Conclusion

This community service program concludes that the Tanah Ombak Community has successfully improved children's literacy in the coastal area of Padang through a creative, arts-based, and community-driven approach. By integrating reading activities with theater, music, dance, and storytelling, the community has enhanced children's interest in reading, creativity, self-confidence, and social openness. The findings suggest that literacy should be understood as a social and cultural practice rather than merely a technical skill. The success of the Tanah Ombak Community also highlights the importance of innovative, community-based, and culturally sensitive literacy strategies in reaching marginalized communities.

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