

Vespa Pustaka: A Communication Medium for Community-Based Literacydriven Human Development in Cirebon

Ghina Amaliyah*, Siti Khumayah, Farida Nurfalalah

Universitas Swadaya Gunung Jati, Indonesia

Email: ghina.122100210@ugj.ac.id*, siti.khumayah@ugj.ac.id, farida.nurfalalah@ugj.ac.id

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Abstract

This study aimed to analyze the role of Vespa Pustaka as a communication medium for community literacy-based human development in Cirebon. The study employed a descriptive qualitative approach with data collected through in-depth interviews, participatory observations, and documentation. The research informants consisted of the founder of the Vespa Pustaka community, beneficiaries, and community partners. Data analysis was conducted using the Miles and Huberman model, which involved data reduction, data display, and conclusion drawing. The findings indicate that Vespa Pustaka functions as a non-formal literacy innovation capable of increasing reading interest, expanding access to knowledge, and encouraging community social participation through literacy activities in public spaces. The communication process integrates interpersonal communication, digital media, and community collaboration, thereby strengthening the diffusion of literacy values within the community. The innovation adoption process occurs gradually through the stages of knowledge, persuasion, decision, implementation, and confirmation. Furthermore, a social system based on mutual cooperation values and volunteer support strengthens the sustainability of activities, although challenges remain, including limited volunteer availability and weather-related constraints. In conclusion, Vespa Pustaka not only provides reading access but also serves as a communication medium for human development that contributes to strengthening literacy capacity and community participation in Cirebon.

INTRODUCTION

Human development in the contemporary context is no longer understood solely as economic improvement or infrastructure provision, but rather as a process of strengthening individual and collective capacities to actively participate in social, economic, and cultural life. In this context, literacy occupies an important position because it contributes to expanding knowledge, strengthening critical thinking skills, and increasing community involvement in various social activities. According to the Human Development Report, the quality of human development is strongly influenced by society's literacy level because literacy enables individuals to understand, evaluate, and utilize information meaningfully in their daily lives (Programme, 2023).

Although Indonesia's literacy rate has shown an improving trend, literacy remains a challenge that requires continuous attention. The Ministry of Education, Culture, Research, and Technology and UNESCO reported that the literacy rate among Indonesians aged 15 years and above has exceeded 96% (UNESCO, 2023). However, literacy is not limited to the ability to read and write; it also includes the ability to interpret, process, and critically use information

in daily life. Therefore, strengthening literacy remains an essential component of sustainable human development efforts, particularly through initiatives that directly engage communities.

One form of literacy development that emerges from community initiatives is the community-based literacy movement. In Cirebon City, this movement is represented by Vespa Pustaka, a non-formal literacy community that is part of the Indonesian Mobile Library network. This community operates independently with a spirit of volunteerism to provide broader access to reading materials. Unlike conventional libraries that operate in fixed locations, Vespa Pustaka utilizes Vespa vehicles as mobile library facilities that deliver books and literacy activities to public spaces, community environments, and social and cultural events throughout the Cirebon area.

As a community-based literacy movement, Vespa Pustaka is supported by volunteers and various local communities with a shared commitment to disseminating knowledge. The primary focus of these activities is children, with programs including shared reading sessions, storytelling, coloring activities, discussions, and other educational activities. This approach positions literacy not only as a formal learning activity but also as an engaging and accessible social experience. The presence of Vespa Pustaka demonstrates that literacy culture development can be achieved through direct interaction, community involvement, and the utilization of public spaces as alternative learning environments.

Previous studies have demonstrated that community literacy movements contribute to expanding public access to reading resources while increasing citizen participation in literacy activities. Kurniawan and Pratiwi found that street libraries can provide alternative literacy spaces in public areas and encourage community involvement in reading culture (Kurniawan & Pratiwi, 2025). Research by Zahra, Septiya Aristina, Nabil Bintang Ananda, and Reza Nawafella Alya Parangu (2024) showed that the effectiveness of community literacy movements is influenced by interpersonal communication and approaches based on community proximity. Meanwhile, research on mobile libraries indicates that mobile literacy service innovations can reach communities with limited access to reading materials and information (Iqbal, Kusuma, Yunita, & Dinasta, 2024).

Community-based empowerment has proven to be an effective strategy in development communication because it can strengthen public values, increase social participation, and raise awareness of the importance of knowledge as a foundation for human development (Bayu Permana, Siswoyo, & Khumayah, 2025). Furthermore, strengthening local community communication capacity through digital literacy plays a significant role in expanding access to information and improving community socioeconomic independence (Nurfalah & Santika, 2023). These findings demonstrate that literacy, both in digital forms and through public-space-based communication, functions as a catalyst for social change by strengthening community capacities.

Existing studies have primarily focused on literacy activity management, community communication strategies, and expanding access to reading resources. Studies that examine community literacy movements as communication media for human development remain limited. Therefore, this research is important because it seeks to explain how community literacy movements function not only as providers of reading materials but also as communication media for human development that encourage social participation, expand community networks, and increase public awareness of the importance of knowledge.

Accordingly, this study addresses the following research questions: (1) How does Vespa Pustaka function as a communication medium for human development through non-formal literacy activities? (2) What forms of communication are used by Vespa Pustaka to disseminate public literacy access? and (3) How do Vespa Pustaka literacy activities contribute to increasing community awareness, knowledge, and social participation in Cirebon?

In accordance with the research questions, this study aimed to analyze the role of Vespa Pustaka as a communication medium for human development through non-formal literacy activities, identify the communication forms used by Vespa Pustaka in expanding public literacy access, and explain the contribution of Vespa Pustaka literacy activities to increasing community awareness, knowledge, and social participation in Cirebon through the perspective of Innovation Diffusion Theory. The findings of this research are expected to enrich development communication studies, particularly those related to community literacy, and provide a reference for developing community-based literacy programs that expand access to knowledge and strengthen social participation.

The concept of human development communication is based on a participatory approach that views individuals not as objects of development but as subjects with the capacity to actively participate in social change processes (J Servaes, 2021). Development communication serves as a bridge between policies and communities by emphasizing dialogue, collaboration, and information equality. Literacy functions as an important instrument because it provides a knowledge foundation that enables individuals to think critically, make decisions, and contribute to sustainable development. This demonstrates that human development communication focuses not only on message dissemination but also on enhancing people's ability to manage, produce, and share knowledge. Therefore, community literacy and human development communication have a mutually reinforcing relationship. Community literacy increases people's capacity to participate in communication processes, while human development communication provides spaces for dialogue that encourage critical literacy awareness. Through this relationship, communities not only gain access to knowledge but are also encouraged to understand social issues and participate in transformative processes that promote social change (Gebeyehu & Jira, 2023).

Community literacy is a form of social practice that develops from collective community awareness regarding the importance of knowledge as a means of empowerment. According to Barton and Hamilton (2012), literacy is fundamentally part of social practices connected to life experiences, cultures, and activities within everyday contexts. Literacy takes various forms depending on the social environments in which individuals interact. Therefore, the success of literacy movements depends not only on the availability of reading materials but also on the creation of social spaces that enable communities to participate actively in literacy activities. This perspective aligns with Gee (2020a), who argues that literacy is influenced by social and cultural contexts. Literacy activities are therefore understood as social processes that shape individual perspectives, construct identities, and establish relationships with surrounding environments. Community literacy activities, such as reading corners, street libraries, and mobile libraries, demonstrate that communities can create alternative learning spaces based on social solidarity and equal access to knowledge. Thus, community literacy can be understood as a development communication practice that prioritizes citizen participation and expands human capacity through knowledge (Jaya & Sarwoprasodjo, 2024).

The theory of Innovation Diffusion introduced by Everett M. Rogers provides a conceptual framework for explaining the process of innovation dissemination within society. Diffusion is defined as the process through which information about a new idea is communicated through specific communication channels, over a certain period, and among members of a social system (Rogers, 2003a). The success of innovation adoption is determined not only by the characteristics of the innovation itself but also by the effectiveness of communication channels, public acceptance processes, and social system conditions that may facilitate or hinder adoption. The innovation diffusion process consists of four main elements: innovation, communication channels, time, and social systems (Rogers, 2003a). These elements form an interconnected framework for explaining how innovations are disseminated, accepted, or rejected by members of society.

Innovation refers to an idea, practice, or object perceived as new by certain individuals or social groups. The degree of novelty of an innovation is not determined by the time it was first introduced but by the extent to which the public perceives it as new. This perception influences the speed of innovation adoption through five main characteristics: relative advantage, compatibility, complexity, trialability, and observability. The greater the perceived benefits, the stronger the alignment with community needs, the easier the innovation is to understand, the more opportunities available for trial, and the more visible the results, the greater the likelihood that the innovation will be accepted by the community. In this study, the innovation aspect refers to the characteristics of *Vespa Pustaka* as a social innovation that introduces an alternative approach to providing literacy services through mobile libraries (Muniruddin, Hajji, & Lauji, 2024).

Meanwhile, innovation diffusion cannot occur without communication channels that connect information sources with potential adopters. Rogers defines communication channels as media used to transmit information about an innovation from one individual to another (Sulaiman et al., 2023; Yudarwati & Gregory, 2022). Innovation diffusion may occur through interpersonal communication, mass media, digital media, and interactive communication that enables two-way information exchange. Rogers further explained that mass media is more effective in creating initial awareness and knowledge of an innovation, whereas interpersonal communication has a stronger influence on shaping attitudes and encouraging individuals to adopt innovations (Rogers, 2003). Along with advancements in information technology, interactive communication through digital media further strengthens the diffusion process by enabling communities to exchange information and experiences regarding implemented innovations. This concept provides the foundation for analyzing how *Vespa Pustaka* utilizes interpersonal communication and community interactions to disseminate literacy activities.

The time dimension plays an important role in the innovation diffusion process. The adoption of an innovation does not occur instantly but progresses through the innovation-decision process, which consists of five stages: knowledge, persuasion, decision, implementation, and confirmation (Brown, 2024). The knowledge stage begins when individuals become aware of an innovation and understand its functions and mechanisms. Subsequently, individuals develop perceptions and attitudes toward the innovation during the persuasion stage before deciding whether to accept or reject it during the decision stage. Once an innovation is accepted, individuals implement it in practice during the implementation stage and then reinforce or reassess their decisions based on their experiences during the

confirmation stage (Rogers, 2003). In this study, the time dimension was analyzed to understand the process of public acceptance of Vespa Pustaka literacy activities, beginning with awareness of the program, development of interest, decisions to participate, involvement in program implementation, and the emergence of confidence in the continued benefits of the activities.

The success of innovation diffusion is also influenced by the social system in which the innovation develops. Rogers defines a social system as a set of interconnected individuals or groups that work together to achieve common goals (Rogers, 2003). Social structures within communities influence diffusion processes through social norms, communication structures, and social network support that may accelerate or hinder adoption. Conversely, social barriers, such as limited community participation and resistance to change, may also affect successful innovation adoption (Rogers, 2003). Therefore, this study examines how community values and norms, communication patterns, community support, and social barriers influence the sustainability of Vespa Pustaka literacy activities in Cirebon. Community participation in literacy programs, as documented by Kiling et al. (2025), demonstrates that village fund allocation for literacy activities has increased; however, program continuity remains a challenge due to various factors, including advocacy efforts and external disruptions.

METHOD

This study employed a descriptive qualitative approach to examine non-formal literacy practices conducted by the Vespa Pustaka community as a communication medium for human development. The descriptive qualitative approach was selected because it enabled the researcher to understand social phenomena contextually by emphasizing the meanings, processes, and communication dynamics occurring in the field (Creswell & Poth, 2016).

The research locations were determined purposively at Vespa Pustaka activity sites in Cirebon City and Regency, including public parks, squares, and literacy villages where community literacy activities were conducted. These locations were selected because they represented open social spaces that reflected community-based participatory communication and allowed comprehensive data collection regarding literacy activities and their impacts. The research was conducted over four months, covering the stages of preparation, data collection, data analysis, and report preparation.

The data sources consisted of primary and secondary data. Primary data were collected through participatory observations and semi-structured in-depth interviews with the founder or main organizers of Vespa Pustaka, beneficiaries, and community leaders. These data were used to understand communication processes, perceptions, and direct experiences of participants involved in literacy activities. Secondary data were obtained from community documents, activity archives, and Vespa Pustaka social media uploads. Additional supporting data from scientific journals and academic literature related to development communication and community literacy were used to strengthen the theoretical framework and interpretation of findings.

The research subjects consisted of the founder and key organizers of the Vespa Pustaka community as key informants, as well as beneficiaries who were directly involved in literacy activities. Informants were selected using purposive sampling, in which participants were chosen based on their knowledge and involvement in the phenomenon under study (Scott,

2021). The selection criteria included individuals who had actively participated in managing or implementing Vespa Pustaka literacy activities for at least one year and community members who had participated in reading activities, discussions, or other literacy programs facilitated by the community. Snowball sampling was also applied to identify additional relevant participants based on recommendations from initial informants.

Data collection was conducted through semi-structured interviews, participatory observations, and documentation studies. Interviews were conducted face-to-face using flexible guidelines to explore informants' experiences, social meanings, and perceptions of literacy practices. Participatory observations were carried out by directly engaging in Vespa Pustaka activities, such as shared reading sessions, storytelling, and mobile book distribution, to understand communication dynamics and social participation in natural settings. Documentation studies were conducted to collect supporting data, including community archives, social media uploads, activity photographs, and local news reports related to Vespa Pustaka. These methods were integrated through methodological triangulation to enhance data depth and credibility.

Qualitative data analysis was conducted throughout the research process using the Miles and Huberman interactive model (Sugiyono, 2021), which consists of three stages: (1) data reduction, involving the selection and simplification of relevant raw data according to the research focus; (2) data display, presented through narrative descriptions to identify communication patterns, social themes, and meanings emerging from literacy activities; and (3) conclusion drawing and verification, involving the interpretation of data to identify the role of Vespa Pustaka in development communication practices.

Data validity was ensured through triangulation techniques. According to Sugiyono (2021), triangulation involves comparing data obtained from different sources, methods, or collection periods to ensure consistency and credibility. In this study, triangulation was conducted by comparing interview results, observation findings, and documentation related to the research phenomenon. In addition, member checking was conducted by reconfirming information with informants to ensure that the collected data accurately represented their experiences and perspectives.

RESULTS AND DISCUSSION

Vespa Pustaka's Innovation as a Community Literacy Media



Figure 1. Implementation of Vespa Pustaka Literacy Activities
Source: Researcher Documentation, 2026

The results of the study show that Vespa Pustaka is a form of social innovation in the field of literacy that presents a new way to expand access to reading in the community. This innovation not only provides free reading materials, but also changes the pattern of literacy services by presenting mobile reading rooms that reach the public directly in various public spaces. Based on the results of the interviews, the innovation dimension of Vespa Pustaka was analyzed through five indicators, namely *relative advantage*, *compatibility*, complexity, feasibility to *be tried*, and *observability* (Antin, Wahyuni, & Partini, 2017).

Relative Advantage

The findings of the study show that the advantage of Vespa Pustaka lies in the benefits felt by the community compared to pre-existing literacy services. The presence of this program makes it easier for people to obtain reading materials free of charge while increasing interest in reading activities, especially for children. In addition, the use of Vespa motorcycles as a community identity is a characteristic that is able to attract the attention of the public so that they are encouraged to approach the reading stalls and participate in various literacy activities held. The formation of Vespa Pustaka departed from the desire of the Vespa community to present activities that provide social benefits. The most obvious impact is the increase in public enthusiasm for reading activities, especially for groups that have limited access to reading materials. Vespa Pustaka is considered to provide more benefits because it is able to reach people who have been constrained by the limitations of literacy facilities. The findings show that the relative advantages of Vespa Pustaka are reflected in its ability to provide literacy services that are more accessible, increase interest in reading, and provide social benefits that are directly felt by the community compared to conventional literacy approaches.

Compatibility

The results of the study show that Vespa Pustaka's innovation has a high level of harmony with community needs, social values, and environmental conditions where the activity is carried out. The literacy program is held by visiting the community directly so that it is able to reach groups that have not received adequate access to libraries and other reading facilities. In addition, every implementation of activities begins with coordination with local community leaders so that the existence of the program can be accepted and supported by the surrounding environment. The mobile literacy approach was chosen because there are still many people who have difficulties in accessing libraries. This activity is relevant to the current condition of society which is still facing a low reading culture which is influenced by limited access to reading materials. The concept of Vespa Pustaka is in line with the spirit of Pustaka Gerak Indonesia (PBI) which brings reading materials directly to the community as an alternative to conventional libraries. The findings show the suitability of Vespa Pustaka's innovations, as seen from its ability to answer the community's needs for literacy access while adapting the implementation of activities to social conditions and local environmental characteristics.

Complexity

The findings of the study show that the concept of Vespa Pustaka is easy to understand and does not cause difficulties for the public to participate. The implementation of activities is designed in a simple, open manner, and does not require certain procedures so that participants can directly participate in the various activities available. In addition to reading books, the public can also participate in storytelling, drawing, coloring, and light discussions that are packaged in an educational manner so that they can be accepted by various age groups.

The activities held are not only oriented to reading activities, but also combined with various forms of education through collaboration with other communities. The findings indicate that the level of complexity of Vespa Pustaka's innovation is relatively low so that people do not experience obstacles in understanding or participating in the entire series of literacy activities held.

Possibility to Try (*Trialability*)

The results of the study show that Vespa Pustaka provides an opportunity for the community to try literacy activities first before deciding to get involved in a sustainable way. The concept of reading stalls held in public spaces allows people to come voluntarily, see book collections, take part in available activities, and then determine their own level of involvement in the program. The use of Vespa's identity became the initial attraction that encouraged the public to approach the location of the activity. This initial interest developed into the public's desire to take advantage of the available book collection.

The concept of literacy in open spaces presents new experiences so that people can try these activities without obstacles. So that the opportunity for the community to try Vespa Pustaka activities is even greater because Vespa Pustaka is involved in various social, cultural, and community activities. Vespa Pustaka is considered to have a high level of possibility to try because people can get to know, try, and experience the benefits of literacy activities directly before deciding to participate in a sustainable manner.

Observability

The impact of Vespa Pustaka's innovation can be observed by the community through changes in reading behavior, increased curiosity, increased knowledge, and increased community support for the sustainability of activities. These benefits are not only felt by the participants, but also seen from the increasing enthusiasm of the community who want similar activities to be present in more areas. This condition shows that the results of innovation can be observed directly by the community as beneficiaries.

The visibility of the results of innovation in Vespa Pustaka activities can be observed through the increase in public interest in reading, the growth of curiosity, the increase in knowledge, the reduction of children's dependence on the use of gadgets, and the wider support of the community and community for the sustainability of the program. The innovations developed by Vespa Pustaka have a high level of *observability* because the benefits and changes they produce can be recognized by the community and various parties involved in the implementation of literacy activities.

Communication Channels in the Implementation of Vespa Pustaka Activities

The process of spreading Vespa Pustaka's innovation is not solely determined by the characteristics of its innovation, but also influenced by the effectiveness of the communication channels used in reaching the community. Based on the findings of the research, information delivery is carried out through a combination of interpersonal communication, the use of digital-based mass media, and interactive communication involving the community with various communities. The three channels support each other so that information about literacy activities can be spread more widely while encouraging increased community involvement.

Interpersonal Channels

Interpersonal communication is the main medium in building relationships between Vespa Pustaka drivers and the community. Information delivery is carried out through face-to-face

interaction, both at the preparation stage and during the activity. Before opening the reading stall, the manager first establishes communication with community leaders to obtain approval and determine a location that is in accordance with environmental conditions. Communication with community leaders is the first step that must be taken because the success of the implementation of the activity is highly dependent on the support of the local community. During the activity, communication is continued through reading assistance, simple discussions, and various educational activities that involve participants directly. Interpersonal communication plays an important role in building closer relationships, increasing public trust, and facilitating the delivery of the goals and benefits of Vespa Pustaka activities through direct interaction.

Mass Media Channels

Digital media is used as the main means to disseminate information before the activity is carried out. Information about schedules, locations, and forms of activities is conveyed to the public through social media so that it can reach a wider range of targets. The dissemination of information was carried out using digital pamphlets which were then distributed through the WhatsApp and Facebook platforms.

Digital media is considered to have a strategic role in expanding the dissemination of information about Vespa Pustaka activities because there is an information distribution process as well as making it easier for the public to obtain information about the time and location of the activity.

Interactive Communication Channels

Interactive communication in Vespa Pustaka activities is realized through the exchange of information that takes place reciprocally between the movers, the community, and the communities involved. This interaction does not only occur during literacy activities, but also in the process of coordination between communities in designing and implementing various collaborative programs that encourage community participation. Vespa Pustaka opens opportunities to collaborate with various communities that have social concerns so that interactive communication is established through collaborative relationships. The participation of various communities makes interaction with the community more lively while increasing the involvement of participants in activities. Interactive communication contributes to strengthening the process of diffusion of Vespa Pustaka's innovation through collaboration between communities, information exchange that takes place in two directions, and active community involvement in every activity. This communication pattern not only expands the dissemination of information, but also strengthens community participation and supports the sustainability of community-based literacy movements.

Time Dimension in the Adoption Process of Vespa Pustaka Literacy Activities

Public acceptance of Vespa Pustaka literacy activities takes place through a gradual process. The community does not necessarily accept and participate in the program, but through a series of stages that begin with recognizing the existence of activities, the emergence of interest, making decisions to participate, participating in literacy activities, and feeling the benefits that then encourage sustainable involvement. These findings indicate that the adoption process of Vespa Pustaka literacy activities is developing gradually and sustainably.

Knowledge

Level of knowledge (*knowledge*) shown through the process when the first community began to get to know Vespa Pustaka through the implementation of reading stalls in public spaces supported by the dissemination of information using social media and communication with the local community. The manager coordinates with local figures or residents, then distributes activity pamphlets through WhatsApp and Facebook so that information about the activities can be known by the community. These results show that the formation of public knowledge about Vespa Pustaka is supported by a combination of face-to-face communication and digital media so that information about the program can reach the community more widely.

Persuasion

The next stage is *persuasion*, which is when people begin to show interest in the activities offered. The main attraction of Vespa Pustaka lies in the use of Vespa vehicles as a community identity that is able to arouse curiosity, especially in children. This interest encourages the public to visit the location of the activity, see the book collection, and take part in various literacy activities available. The concept of literacy in an open space provides a different experience compared to reading activities that are generally carried out indoors. Meanwhile, public interest has also increased because Vespa Pustaka often collaborates in various social, educational, and cultural activities with other communities. Thus, the persuasion process is built through a combination of distinctive visual identity, innovative activity concepts, and cross-community collaboration that is able to attract the attention of the community.

Decision

The decision stage is shown when the community chooses to participate in the literacy activities held. The results of the study showed that the decision was influenced by the ease of access to the program, the communication approach carried out by the manager, and the suitability of the activities to the needs of the community. The concept of mobile literacy was chosen so that reading materials can reach people who do not have access to libraries and other literacy facilities. The community's decision to participate is influenced by the ease of access, the effectiveness of communication, and the support of the social environment.

Implementation

At the *implementation stage*, the community begins to implement the decisions that have been taken through direct involvement in various literacy activities. Community participation is not only realized through reading activities, but also through storytelling, drawing, coloring, discussions, and various other educational activities held with partner communities. The implementation of innovation is realized through the active involvement of the community in literacy activities that take place in a participatory and educational manner.

Confirmation

The *confirmation stage* is reflected when the community assesses the benefits obtained after participating in the activity, then decides to continue to support or continue to participate in the program. Based on the findings of the study, the most widely felt benefits include increased interest in reading, increased knowledge, increased curiosity, and easier access to reading materials. The positive experiences gained by the participants strengthened their belief in the benefits of the program so as to encourage sustainable participation while supporting the sustainability of Vespa Pustaka literacy activities.

Social System in Supporting the Sustainability of Vespa Pustaka



Figure 2. Community Network Support for the Sustainability of Vespa Library Activities
Source: Researcher Documentation, 2026

The process of spreading innovation carried out by Vespa Pustaka takes place in a social system that affects the success of the implementation of literacy activities. Community acceptance is not only influenced by the innovations offered, but also by the social values that live in the community, the pattern of relationships between the movers and the community, the involvement of various communities, and the various social obstacles that arise during the implementation of the program.

Social Norms

The community's acceptance of Vespa Pustaka is supported by social norms that develop in the local environment, such as the value of care, the spirit of sharing, and the habit of helping each other through literacy activities. Since its inception, this community has placed social orientation as the main foundation in carrying out all activities. This value then becomes a factor that strengthens public acceptance of the existence of Vespa Pustaka.

The main purpose of the establishment of Vespa Pustaka is not to gain recognition or profit, but to provide real benefits to the community. The values of social care, a culture of sharing, and a spirit of learning are the norms that support the process of accepting Vespa Pustaka's innovations. The similarity of values between the movers and the community creates a conducive social environment so that community-based literacy activities can be accepted and maintained in a sustainable manner.

Social Structure and Communication Structure

The process of spreading innovations in Vespa Pustaka activities takes place through social relationships built between movers, community leaders, volunteers, and residents at the activity location. Before the implementation of the program, the manager first establishes communication with community leaders to obtain approval and determine the appropriate location. This relationship forms a communication pattern that facilitates the implementation of activities while increasing public trust in the literacy programs carried out. The social

structure and communication structure of Vespa Pustaka is built through intensive coordination between movers, community leaders, and the community itself. These relationships form a communication pattern based on trust, cooperation, and direct interaction so that they are able to support the spread of innovation to the community.

Community Support and Social Networks

The sustainability of Vespa Pustaka activities is supported by the involvement of various communities and social networks that have concerns about the literacy movement. The form of support provided is not only in the form of program collaboration, but also the provision of reading material assistance, information dissemination, and participation in various social activities involving the community. Community support and social networks are important elements in expanding the spread of Vespa Pustaka's innovation. The collaboration built not only strengthens the implementation of the program, but also increases community participation and maintains the sustainability of the community-based literacy movement.

Social Barriers

The implementation of Vespa Pustaka innovation still faces several social obstacles that affect the sustainability of activities. These obstacles include limited volunteer regeneration, uneven community participation, and situational factors related to field conditions when activities take place. The main challenge faced at this time is to find a successor who is willing to continue the management of Vespa Pustaka. The findings of the study show that the obstacles in the social system of Vespa Pustaka do not come from the community's rejection of the innovations offered. On the other hand, the challenges are more related to the limitations of driver regeneration, variations in the level of community participation, and operational constraints in the field.

The Role of Vespa Pustaka as a Literacy Innovation in Human Development Communication

Vespa Pustaka is a social innovation that presents a new approach in the implementation of community-based literacy services. The novelty of this innovation is not only seen in the provision of free reading materials, but also in the change in the pattern of literacy services that were previously static to services that move to the community. This approach shows a change in the way of reaching out to the community in order to obtain wider learning opportunities. Thus, Vespa Pustaka not only functions as a mobile library, but also as a communication medium that connects knowledge with the community through literacy activities that take place in public spaces.

Judging from the aspect of relative superiority (*relative advantage*), The community feels real benefits from the existence of Vespa Pustaka compared to the literacy services that have been available previously. This innovation is able to provide easier, open, and free reading access so that it can reach people who have had limitations in library facilities. In addition, the use of Vespa vehicles as a community identity creates an attraction that is able to arouse people's curiosity before finally participating in literacy activities. This condition shows that the benefits of innovation lie not only in the provision of reading materials, but also in its ability to build an initial interest that encourages people to engage in the learning process. Rogers explained that the greater the benefits felt compared to previous practices, the higher the chances of the innovation to be adopted by the community (Rogers, 2003b). The social benefits that are directly felt are the main factor that strengthens public acceptance of Vespa Pustaka.

On the aspect of conformity (*compatibility*), The concept of Vespa Pustaka is adjusted based on the needs of the community for easier access to literacy. The selection of public spaces as the location of activities allows the public to participate in reading activities without being limited by administrative procedures or relatively distant library locations. In addition, coordination with community leaders before the implementation of the activity showed that the innovation was adjusted to social values and the characteristics of the local environment. This shows that the success of innovation is not only influenced by its novelty, but also by its ability to adapt to the needs, norms, and culture of society. Innovations that are in accordance with the experience and values of the community will be easier to accept because they do not cause conflicts with the existing social system (Rogers, 2003b). In the context of development communication, the approach also reflects the principle of participatory, namely development that is designed based on the needs of the community so that it is able to produce more sustainable change (Jan Servaes, 2021)

Complexity level (*complexity*) found when the community does not experience difficulties in understanding or participating in Vespa Pustaka activities. All activities are designed in a simple way through reading, storytelling, drawing, coloring, and light discussions so that they can be followed by various age groups. This simplicity is an important factor that makes it easier for people to get involved without requiring special skills. Rogers explained that innovations with a low level of complexity have a greater chance of being adopted because they are easy to understand by potential innovation recipients (Rogers, 2003b). The low level of complexity in Vespa Pustaka is one of the factors that supports the success of the spread of literacy innovations in the community.

Possibilities to try (*Trialability*) It can be seen when people can try literacy activities first before deciding to participate more actively. The concept of an open reading stall allows everyone to come voluntarily, read books, take part in various educational activities, and then determine their own level of involvement. This opportunity reduces people's doubts about innovation because they can feel the benefits directly. Innovations that are easy to test on a small scale will speed up the adoption process because it can reduce the uncertainty felt by potential users (Rogers, 2003b). The attraction of Vespa vehicles is an entrance that encourages people to try literacy activities, while positive experiences during activities are factors that strengthen their involvement in the next implementation.

Meanwhile, the visibility of the results (*observability*) of the activities of Vespa Pustaka can be observed in real life by the community. These changes can be seen from the increase in interest in reading, the growing curiosity about the information obtained from books, the increase in participants' knowledge, and the increasing enthusiasm of the community for similar activities to be carried out in more locations. In addition, the increasing breadth of cooperation with various communities shows that the benefits of innovation are also recognized by the social environment outside the participants of the activity. The results of innovations that are easy to observe will accelerate the diffusion process because the community gets tangible evidence of the benefits produced (Rogers, 2003b)

Vespa Pustaka Communication Channel in Spreading Literacy Values

The effectiveness of the dissemination of Vespa Pustaka's innovation is influenced by the use of various communication channels that complement each other. These findings support Rogers' (2003) theory of Innovation Diffusion which places interpersonal communication as

an important component in the diffusion process because it determines how information about innovation is conveyed and adopted by society. The spread of innovation does not depend on one type of communication channel, but rather combines interpersonal communication, digital media, and interactive communication according to the characteristics of the target community.

Interpersonal communication is the most influential channel in building public trust in Vespa Pustaka activities. This finding is in line with Rogers (2003) who explained that face-to-face communication is more effective in the persuasion stage because it allows dialogue, feedback, and trust formation to occur. The uniqueness of this research lies in the involvement of community leaders from the early stages of implementing the activity. This condition shows that interpersonal relationships not only function as a medium for conveying information, but also as a strategy to gain social legitimacy so that innovation is more easily accepted by the community.

On the other hand, digital media is used to expand the dissemination of information about the implementation of activities. The use of WhatsApp and Facebook contributes to increasing the public's initial knowledge of the existence of Vespa Pustaka. However, the results of the study show that digital media is more effective when combined with face-to-face communication. In other words, digital media plays a role as a reinforcement of information coverage, while interpersonal communication is a factor that encourages real community involvement.

Furthermore, interactive communication through collaboration with various communities strengthens the process of diffusion of innovation. The spread of innovation develops through communication networks (*Communication Network*) in a social system (Rogers, 2003b). Inter-community partnerships not only expand the dissemination of information, but also increase community participation and strengthen the sustainability of literacy programs. The findings show that the success of social innovation is determined not only by the effectiveness of message delivery, but also by the ability to build collaborative networks that are able to expand public support for innovation.

Viewed from the perspective of development communication, the communication process carried out by Vespa Pustaka reflects a participatory approach as stated by (Jan Servaes, 2021). Communication does not take place in one direction, but through dialogue and interaction that allows the community to be actively involved in literacy activities. The communication built not only results in the dissemination of information, but also encourages social engagement and the formation of mutual awareness about the importance of literacy.

Time Dimension in the Adoption Process of Vespa Pustaka Literacy Activities

The process of public acceptance of literacy activities initiated by Vespa Pustaka takes place in stages through five stages of *innovation-decision process*, namely knowledge, persuasion, *decision*, implementation, and *confirmation*. The time dimension in the Innovation Diffusion Theory is not only related to the time span of the spread of innovation, but also reflects gradual changes in people's way of thinking, attitudes, and behavior in accepting an innovation (Rogers, 2003). Community involvement in Vespa Pustaka's literacy activities develops through an ongoing communication process, starting from getting to know innovation, evaluating its benefits, trying to participate, to finally recognizing positive values and maintaining this involvement.

At the level of knowledge (*knowledge*), The public began to recognize the existence of Vespa Pustaka through a combination of direct communication with community leaders and the dissemination of information using social media. According to Rogers, the knowledge stage is the initial phase when a person begins to know the existence of an innovation and the uses it offers (Rogers, 2003b). Interpersonal communication and digital media complement each other to expand the dissemination of information so that the public gains an initial understanding of the literacy programs implemented. The effectiveness of the spread of innovation is greatly influenced by the ability to communicate in reaching various levels of society. Thus, the success of community literacy is not only determined by the availability of reading materials, but also by the ability of the community to build community awareness through a planned communication strategy.

At the persuasion stage (*persuasion*), public interest emerged after they got to know the concept of Vespa Pustaka which has a different character than literacy activities in general. Vespa vehicles as a community identity, the implementation of reading stalls in public spaces, and collaboration with various communities are factors that form a positive perception of these innovations. At the persuasion stage, individuals begin to develop an attitude of accepting or rejecting innovation based on an assessment of its benefits, attractiveness, and suitability for needs (Rogers, 2003b). The results of the study show that the element of novelty (*novelty*) owned by Vespa Pustaka has succeeded in arousing the curiosity of the community, especially children, so that they are encouraged to approach and participate in literacy activities. Social innovation tends to be more receptive when it is presented in an attractive, understandable way, and offers an experience that is different from previous practices.

At the level of results (*decision*), The community began to make choices to participate in literacy activities after considering the ease of access, benefits obtained, and support from the social environment. The decision to adopt innovation is the result of an individual's assessment of relative profitability (*relative advantage*) that the innovation has (Rogers, 2003b). The concept of a mobile library makes it easy for people to obtain reading materials without having to go to a formal library. In addition, coordination between managers and community leaders also strengthens public trust so that they are more encouraged to participate. This shows that people's decisions to adopt innovation are not solely influenced by the characteristics of innovation, but also by the social support built through participatory communication with the surrounding environment.

Implementation stage (*implementation*) show that the community does not stop at the stage of accepting innovations, but begins to apply them through direct involvement in various literacy activities. These forms of participation include reading, storytelling, drawing, coloring, discussions, and other educational activities that are carried out collaboratively. Implementation is the stage when innovation begins to be used in practice so that the benefits can be felt by individuals (Rogers, 2003b). Vespa Pustaka not only provides access to books, but also provides an interactive learning space and encourages community participation. These findings are in line with the *New Literacy Studies* submitted (Gee, 2020b) which views literacy as a social practice that develops through interactions, experiences, and cultural contexts. Thus, literacy activities organized by Vespa Pustaka not only improve reading skills, but also strengthen social interaction and build dialogue spaces among community members.

At the confirmation stage (*confirmation*), It can be seen from the positive experiences obtained by the community after participating in literacy activities. This condition further strengthens their belief in the benefits of Vespa Pustaka so as to encourage sustainable engagement. The confirmation stage is a process when individuals seek reinforcement of decisions that have been made based on experience after adopting an innovation (Rogers, 2003b). These innovations have gained strong social acceptance, as evidenced by research findings that show an increase in interest in reading, increased insights, and the emergence of expectations for activities to be expanded to other regions. In addition, the sustainability of cooperation with various communities shows that the literacy innovations developed by Vespa Pustaka are able to maintain community support in the long term. The success of innovation diffusion is determined not only by the number of people participating, but also by the sustainability of the involvement and the level of public trust in the benefits of the innovation.

Social System as a Supporting Factor for the Success of Vespa Pustaka

The success of the spread of Vespa Pustaka's literacy innovations is not only determined by the characteristics of the innovations offered, but also influenced by the social system that surrounds it. A social system is a collection of individuals, groups, or organizations that interact with each other through certain norms, structures, and patterns of relationships so as to influence the process of acceptance of an innovation (Rogers, 2003b). The social system is reflected through the social values embraced by the community, the relationship built between the movers and the residents, the support of community networks, and the community's ability to face various obstacles during the implementation of activities. The sustainability of Vespa Pustaka is the result of social interaction that takes place in a participatory manner, not solely because of the literacy program itself.

Public acceptance of Vespa Pustaka is influenced by values that have been rooted in social life, such as concern for others, a culture of sharing, and a commitment to creating mutual benefits. The harmony between the values held by the community and the values that develop in the community is an important capital in building acceptance of literacy activities. Social norms have a role in determining the speed or slow process of innovation diffusion because norms affect the way society assesses and responds to change (Rogers, 2003b). The social activities carried out by Vespa Pustaka are in line with the culture of mutual cooperation that has long developed in the community so that literacy innovations are more easily accepted. Thus, the compatibility between the character of innovation and social values that have lived in society is an important element in strengthening social legitimacy while maintaining the sustainability of the community-based literacy movement.

The social structure and communication structure occurs through interaction between movers, volunteers, community leaders, and residents to form a communication network based on mutual trust and cooperation. Before the program is implemented, the manager first builds communication with community leaders as an effort to gain support as well as create acceptance from local residents. Social structure influences the process of spreading innovation through the pattern of relationships that develop within a society (Rogers, 2003b). The communication established by Vespa Pustaka not only functions as a medium for delivering information, but also as a mechanism to build social relations that are able to increase community participation.

Community support and social networks are important components in maintaining the sustainability of Vespa Pustaka. Partnerships with various communities contribute in the form of resource support, expansion of information dissemination, and implementation of more varied activities so that they can reach more people. Social networks (*social networks*) serves as a medium that accelerates the diffusion of innovation because it allows for the exchange of information and experiences among members of the social system (Rogers, 2003b). The existence of community networks not only expands the scope of literacy activities, but also strengthens social capital that supports the sustainability of the community literacy movement. These findings are in line with the perspective of New Literacy Studies which views literacy as a social practice formed through collective interaction in a community (Gee, 2020b). Vespa Pustaka not only provides a space for reading, but also presents a collaborative space that strengthens social relationships while encouraging community involvement in literacy-based activities.

Social systems can not only accelerate the process of innovation diffusion, but also have the potential to be an inhibiting factor when faced with limited resources and community readiness that is not optimal (Rogers, 2003b). Social barriers that affect the sustainability of the program include limited volunteer regeneration, diverse levels of community participation, and technical obstacles when activities are held in open spaces. However, the results of the study show that the obstacles faced by Vespa Pustaka are not caused by the community's rejection of innovation, but rather related to the challenges in maintaining the sustainability of the organization and the implementation of activities. Therefore, the main challenge faced by the community-based literacy movement lies in efforts to strengthen the regeneration of drivers, expand community participation, and ensure the sustainability of the program in the long term.

CONCLUSION

Vespa Pustaka functions as a communication medium for community literacy-based human development in Cirebon by presenting social innovation through direct literacy access using a non-formal and participatory approach. The existence of this community has contributed to increasing reading interest, expanding access to knowledge, and fostering public literacy awareness, particularly among children and groups with limited access to reading materials. This role is realized through the integration of interpersonal communication, social media, and community collaboration, which supports the effective diffusion of innovation. However, the sustainability of the program continues to face several challenges, including limited volunteer regeneration, uneven community participation, and technical constraints encountered during activity implementation.

This research contributes to the development of development communication studies through the perspective of Innovation Diffusion Theory by emphasizing that the success of community literacy initiatives is determined by the relationship among innovation characteristics, communication channels, the time dimension, and social systems in promoting participatory and sustainable human development. Overall, Vespa Pustaka not only functions as a provider of reading materials but also serves as a development communication medium that promotes knowledge capacity building, social participation, and the strengthening of community-based human development in Cirebon.

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