

Conference Paper

The Existence of The Reading Community and Its Effect in Improving Human Resources Quality

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Abstract

The Reading Community (in Indonesian: Taman Bacaan Masyarakat/TBM) has a role as one of the driving forces in supporting literacy culture in society. The Ministry of Education and Culture Regulation Number 23, 2015 concerns the Cultivation of Character Building and strengthens efforts to establish the culture of literacy. This study took samples of TBM in Bantul, Special Region of Yogyakarta. Based on data from the Ministry of Education and Culture 2018, there are currently 56 reading communities in the Bantul Regency. This is around 15% of the total TBM in DIY Province. As a form of out-of-school education, TBM also has a role in improving the quality of human resources. This study considers the relationship between the existence of the community and their role in improving the quality of human resources in the society. This study used descriptive qualitative methods. Data collection is done through observations and interviews. Based on the collected data, it was concluded that the presence of TBM managed by members of the local community had a positive influence, especially for children and adolescents. The existence of TBM increases reading interest among children and boosts the number of teenagers who continue their education to a higher level. Thus, the TBM supports one of the national goals, namely improving the quality of human resources through lifelong learning.

Keywords: Reading Community, Human Resources Quality, Bantul Regency, Special Region of Yogyakarta

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1. Introduction

One of the goals of national education is to educate the nation's life. The Ministry of Education Regulation Number 20 of 2003 is also emphasized improving the quality of human resources through education. In addition to going through school, non-school education also plays an important role. One of the outside education schools is Taman Bacaan Masyarakat (TBM). There are around 5,000 TBMs recorded in Indonesia that have the potential to develop a literacy culture from the local community (Suwinto, 2015). However, efforts to increase public interest in reading are still facing obstacles.

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According to a survey of the Central Statistics Agency (Badan Pusat Statistik or BPS) in 2012, Indonesians have not made reading a primary source of information. People prefer watching TV (85.9%) and/ or listening to the radio (40.3%) rather than reading the newspaper (23.5%)¹. Minister of Education and Culture Muhadjir Effendy also stated that the culture of reading (interest in reading or books) and literacy of the Indonesian people was four years behind compared to other countries². UNESCO 2016 data also shows that the percentage of Indonesian interest in reading is only 0.01%. That is, of 10,000 children of the nation, only one has an interest in reading³.

To increase interest in literacy, The Ministry of Education Regulation Number 23 of 2015 concerning the Growth of Human Rights Strengthens the formation of literacy culture. One of the things set out in the regulation is a 15-minute reading of books before class begins. Besides in the form of regulation, the government also launched the School Literacy Movement (Gerakan Literasi Sekolah or GLS), Community Literacy Movement (Gerakan Literasi Masyarakat or GLM) and the National Literacy Movement (Gerakan Literasi Bangsa or GLB) (Ministry of Education and Culture, 2016).

One manifestation of the literacy movement in the community is the emergence of community reading in society (Taman Bacaan Masyarakat or TBM) in the regions. TBM is usually initiated by several community members and is managed independently. TBM as one of the drivers of literacy culture in the community, is expected to increase reading interest, which in turn will improve the quality of human resources in the community concerned.

This paper is a preliminary study of further research that will be conducted next. This paper contains a literature study on literacy culture, as well as a description of the results of observations and interviews with one of the active TBMs in Bantul Regency, Special Region of Yogyakarta (DIY). Further research will be carried out at a later stage by identifying active TBM and analyzing the constraints faced.

2. Literature Review

2.1. Reading Community in Indonesia

The beginning of the emergence of TBM in Indonesia can be traced back to the 19th century with the establishment of book rentals by Chinese descent in Indonesia. The next reading community was managed by the Balai Pustaka. In 1980, a modern reading community emerged, and in 1990 the government began opening a larger library.

Reading community that was initiated and managed by the member of a society was emerged around 2001 and continues to grow (Haklev, 2008).

TBM can be said to be one form of the Community Literacy Movement (Gerakan Literasi Masyarakat or known as GLM) launched by the government. TBM has the function and role as a driver of local literacy culture in the community. TBM has the function and role as a driver of local literacy culture in the community. This is also in accordance with the direction of the Minister of Education and Culture regarding TBM. Previously, there were several terms to refer to TBM, including reading houses, community libraries, village libraries, and others. The Ministry of Education and Culture summarizes these terms as Community Reading (Taman Bacaan Masyarakat or known as TBM) (2009: 1).

TBM is defined as "a place / container established and managed by both the community and the government to provide access to reading material services for the community as a means of lifelong learning in order to improve the quality of life of the community around TBM." In the Technical Manual for Submission, Distribution and Management of Assistance Taman Bacaan Masyarakat Pione, updated TBM definition. In the book stated that,

"taman bacaan adalah sarana atau lembaga pembudayaan kegemaran membaca masyarakat yang menyediakan dan memberikan layanan di bidang bahan bacaan berupa: buku, majalah, tabloid, koran, komik, dan bahan multimedia lain yang dilengkapi dengan ruangan untuk membaca, diskusi, bedah buku, menulis, dan kegiatan literasi lainnya, dan didukung oleh pengelola yang berperan sebagai motivator."

"Reading community is a means or institution of cultural fondness for reading communities that provide and provide services in the field of reading material in the form of: books, magazines, tabloids, newspapers, comics, and other multimedia materials that are equipped with rooms for reading, discussion, book review, writing, and other literacy activities, and supported by managers who act as motivators. "(Ministry of Education and Culture, 2013: 4)

Through the update of the definition above, the role of TBM will no longer be limited to providers of reading material, but also to other media. The role and purpose of TBM is clear, namely as a means or institution for cultural fondness for reading communities that provide and provide services in the reading field. Thus, TBM managers also have a role as motivators for the community.

Ahmed and Marihesya (2012) describe the impact of the existence of community libraries as follows.

1. library support community to be aware of national/ regional issue
2. library creates community to find opportunity
3. library helps community to improve literacy rate
4. library sticking up student to pass their examinations
5. library helps generating new skills then organizing local business
6. library support to self improvement library contribute to expand community knowledge

In addition, Marihesya (2012) also states that,

”Main activity based on community library is how to manage community intelligence and knowledge, not just develop the quantity of collection nor make up the building” (Marihesya, 2012).

The above opinion shows that TBM is not only a matter of increasing the quantity of collections or buildings, but also managing community knowledge and intelligence. Thus, TBM and human resources have strong relations. TBM can be active with community participation. On the other hand, the quality of human resources in the community can also increase if every member of the community wants to learn, and TBM is an effort to fulfill learning facilities for the community.

In relation to the literacy movement activities through TBM, Yanto, et al (2016) through his research entitled Community-Based Literacy Movement Activity Model in the Sudut Baca Soreang (SBS) states that the form of SBS literacy movement activities is driven by volunteers and spearheading in carrying out various activities that have been arranged every week/ month/ year with one of the volunteers as the person in charge. All of these activities are carried out regularly and also annual evaluations. This model can drive literacy activities, promote activities and be a driving force of literacy. SBS managers (founders, management and volunteers) make various activities aimed at the surrounding community which involve the internal and external parties from the other community, students or community leaders and other strategic partners as the drivers of literacy activities that have been designed. All the activities are supported by promotional efforts through social media such as Facebook as the main media.

Pramudyo (2018) also researched about the innovation of TBM activities in TBM Teras Baca Malang, East Java. Through his research entitled Innovation of Community Reading Activities, Pramudyo revealed that there were innovative activities carried out by the TBM Teras Baca Malang, such as tutoring, joint discussion, praying (shalawatan), photography, performing arts, t- shirt printing, story-boxing, gymnastics and other activities.

This research is aimed at the readers who are interested in reading and managing TBM in order to develop the innovative activities in TBM. Some of these innovative activities are considered capable of functioning

TBM actively in order to improve and strengthen the literacy culture in Malang.

One form of learning is reading. Indonesia is still considered low in terms of reading interest. Based on the data that has been presented previously, interest in reading in Indonesia is still lagging behind when compared to other countries. Japan, for example. Kamei-Dyche (2017) states that Japan has been able to implement reading activities in daily life.

“Reading on the train or streetcar became something of a national pastime. Students formed circles both on and off campus to read together and discuss literature. There were also reading circles among laborers, housewives, and farmers. Some circles developed at bookstores, the latter having proliferated due to the availability of a wide variety of affordable books. Reading had become a social glue that bound together groups in modern society, but it also incorporated an element of social performance: identifying oneself, and being identified, as a reader carried with it an air of sophistication.” Kamei-Dyche (2017)

Kamei-Dyche shows that reading has become a habit for Japanese people. This reading habit is not only done by school students, but it becomes a habit of the society in general.

2.2. Human Resources Quality

Human resource is an important element in improving the quality of life of a nation. Therefore, human resources becomes one of the main pillars in development of a country. In his remarks to commemorate the 74th Anniversary of the Republic of Indonesia last August, President Joko Widodo conveyed the theme “SDM Unggul Indonesia Maju”⁴ (Advanced human resources, Advanced Indonesia). This theme implies that the development of superior HR is very supportive of the progress of Indonesia. human resources development is the key to Indonesia’s success in the future. With a good quality, Indonesian can compete globally, especially entering the industrial era 4.0.

In the society, human resources can be understood as a whole community member that has the potential to bring progress in the community. Raharjo (1993) states that the quality of human resources is not only determined by the aspects of the skill or strength of his physical labor but is determined by his education or level of knowledge, experience, maturity and attitude.

One obstacle in improving the quality of human resources in the regions is the low level of education. Therefore, besides the government, active community participation is needed in efforts to instill awareness of the importance of education. This can be pursued through the literacy movement launched by the government, one of which is a form of community literacy movement.

This study aims to see whether the existence of TBM has an impact on improving the quality of human resources in society. Data is collected by observation and interviews with TBM managers. As a sample, observations were made at TBM Widuri Pandan, as well as observing one of the routine TBM activities entitled MoBuRa (Moco Buku Rame-rame). MoBuRa activity is a routine activity initiated by three (3) TBMs in Kab. Bantul, namely TBM Widuri Pandan, TBM Delima, and TBM Teras Baca. The initial hypothesis concluded based on literary study is that the existence of TBM has a significant positive effect on the surrounding community.

3. Result and Discussion

Based on the data from the Ministry of Education and Culture in 2018, in Yogyakarta there were 371 TBM spread across five (5) districts and municipalities. Of the 371 TBMs, approximately 15% are located in Bantul Regency. As far as observations have been made, there are around 56 active TBMs in Bantul Regency. The previous study data was collected in TBM Widuri Pandan and Rumah Baca Modern (RBM). The following diagram shows the percentage of TBM in the Special Region of Yogyakarta.

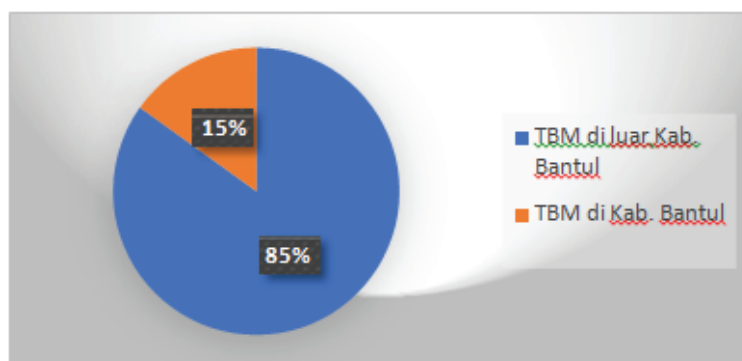


Figure 1: Percentage of total TBM in Yogyakarta

3.1. TBM in Bantul Regency

One of the stages carried out in the study was to collect data on the number of active TBMs in Bantul Regency. In the following table, data on TBM in Bantul Regency are presented.

TABLE 1: Active TBM data in Bantul Regency

No.	Nama TBM
1	PustaKawruh
2	Rumah Baca Ngudi Kawruh
3	Pandu
4	Guyub Rukun
5	Generasi Bakti Negeri (UMY)
6	Iqro
7	Rumah EAN
8	Iboekoe
9	Al-Kandiyas
10	Arrow
11	Bina Ilmu
12	Bina Insani
13	Bina Ummah
14	Cerdas
15	Cerdas
16	Kampung Ilmu
17	Kodama
18	Lindu Samodra
19	Luru Ilmu
20	Mandiri
21	Marsudi
22	Mitra Tema
23	Muda Mudi Gemilang
24	Permadipa
25	Pustaka Potorono
26	Rosalinda
27	Rumah Baca Dear
28	Sari Ilmu
29	Sekar Melati
30	Semar
31	Sinangling
32	Sumber Ilmu
33	Suminar

No.	Nama TBM
34	Taruna Martani
35	Taruna Pustaka
36	TB Rumah Pelangi 9
37	Wahana
38	Widya Mukya
39	Wijaya Kusuma
40	Wiyata Sari
41	Helicopter GoBook Maos
42	Helo Book
43	Pojok Baca Damai Bersama
44	Pijar Arkana
45	Joglo Sonosewu
46	Perpustakaan Dusun Kadipiro "Bintang-Matahari"
47	Rumah Belajar Insan Mulia
48	Bancaan Buku
49	Griya Baca Masyarakat Kandank Ilmu
50	Teras Pintar
51	Perpustakaan Desa Wukirsari
52	Satu Hati
53	Delima
54	Widuri Pandan
55	Teras Baca
56	Rumah Baca Modern

Of the 56 TBM above, some of them are TBMs that have been actively running for more than five (5) years and have received several awards, both at the local and national level. The TBMs have programmed and continuous activity units with active involvement from community members, and are supported by cooperation from outside parties, both government and private. Some of them are :

1. TBM Guyub Rukun, located in Jambon Village, Argosari, Sedayu, Bantul.
2. TBM Luru Ilmu, located in Gresik Village, Sumbermulyo, Bambanglipuro, Bantul.
3. TBM Delima, located at Perum D-5, Trimulyo Village, Bantul.
4. Ngudi Kawruh Reading House, located in Onggopatran, Srimulyo, Piyungan, Bantul.

Furthermore, as a preliminary study, interviews were conducted with the manager of one of the active TBMs, namely TBM Widuri Pandan, located in Tembi Ngentak,

Timbulharjo, Sewon, Bantul. The selection of this TBM is based on the consideration that Tembi Ngentak is close to Tembi Tourism Village which has been widely known as one of the tourist destinations in Yogyakarta so that the possibility of developing literacy culture should be higher than other villages. Interviews were conducted with the TBM manager, Mrs. Siti Zamronah. The interview aims to find out the background, objectives established, TBM activities, and community enthusiasm in accessing information on TBM. The results of the interview are described as follows.

TABLE 2

No.	Question	Answer
1	When was TBM established?	August 2016, Regent Decree in process
2	Who initiated / founded?	Usually one or several residents. TBM Initiator of Widuri Pandan is me, Siti Zamronah
3	What is the background for the establishment of TBM?	Reading is a hobby and wants to disseminate information and knowledge to the public
4	What is the purpose?	So that people have a place to grow literacy culture
5	What is the enthusiasm of the public in accessing information on TBM?	The community welcomed it, but it still urgently needed more efforts to foster the habit of reading and digging for information
6	What facilities / collections do you have?	Most are children's story books and novels
7	Are there any special activities that are routinely held?	MoBuRa (Moco Buku Rame-rame) is a book reading forum held at Sultan Agung Stadium, Bantul every Sunday morning
8	What are some of the efforts being made to attract community interest in accessing TBM?	Adding a collection of books by collaborating with government agencies (local governments), schools, the private sector, as well as volunteer communities Providing comfortable reading facilities (for example: reading rooms, gazebos, etc.)
9	With the presence of TBM, what positive impacts can be felt in the community?	Especially for school- age children, with the existence of TBM, school students can utilize TBM collection books as supporting material in doing school work.
10	Is there a special collaboration between TBM and outsiders? If so, with what parties and what forms of cooperation?	Yes. (1) Local Government (Bantul Regency); (2) Regional Archive Board; (3) Private institutions such as The Asia Foundation and Room to Read; (4) local communities such as Hompimpa, and others.

Based on observations and interviews, it is known that TBM has been established for approximately four (4) years and is currently active. However, according to the manager, TBM is still considered not optimal in growing literacy interest in the community because the community's interest in accessing TBM is still low. They come to TBM only if there is an interest in it, e.g. a student come to TBM when he has a homework. Literacy has not been a necessity among the community members. Going forward, there is still a need for the participation and cooperation of community members, especially young people, to be active in movements or activities that foster a literacy spirit.



Figure 2: TBM Widuri Pandan

TBM has a function as a means or even a source of learning for the community, which is a place that has a recreational nature through reading material, enriches the experience and growth of community learning activities, can even function as a vehicle for developing life skills (Kalida, 2012). If the function of TBM can run optimally, the community literacy movement launched by the government can be said to be successful. However, based on observations and interviews in the field, there are several obstacles faced by TBM managers. These constraints are described as follows.

1. The location of the TBM is usually in the manager's house so opening and closing hours are very dependent on the presence of the TBM manager.
2. The low level of citizen participation to actively participate as a manager so that regeneration takes place slowly.
3. In some TBM there is still a shortage of books that are suitable to the needs of the community because most of the collections are still donations from certain parties (used books) so that there are books that are totally inaccessible to the community due to language barrier (foreign languages) or inappropriate themes.
4. The activity of reading books has not become part of the habits of the community, which means it will only be done if there is an interest, for example, students will only

access information on TBM when getting an assignment from school or someone who is looking for a collection of test questions (TPA, TOEFL, or Civil Servant Test) when applying for a job.



Figure 3: One of the reading corners in TBM Widuri Pandan

3.2. TBM routine activities: Mobura

As one form of activity in increasing reading fondness for the community, TBM Widuri Pandan, TBM Delima, and TBM Teras Baca work together to form an activity called Mobura. Mobura is an abbreviation of “Moco Buku Rame-rame”. This activity is held every Sunday morning at Sultan Agung Stadium, Bantul. The stadium was chosen as a place of activity because every Sunday morning this location became the center of the crowd and a gathering place for the people of Bantul.

Mobura was initiated by each TBM manager, namely Siti Zamronah (TBM Widuri Pandan, Siti Aminah (TBM Delima), and Ika Ariyati (TBM Teras Baca). Mobura has been running for about one year since it was first held in 2018. Most of the books provided are children’s story books because on Sunday mornings most of the stadium visitors are families who bring their children for recreation. After a year or so, Mobura has

been working with the Bantul Regency Regional Library (Perpusda Bantul) and student volunteers from several universities in Yogyakarta.

In addition to reading books, TBM in collaboration with volunteers from the Hompimpa community in Yogyakarta is trying to reintroduce traditional children's games that are now starting to disappear. This activity aims to enliven and protect traditional games from extinction.

3.3. TBM and The Quality Improvement of Human Resources in The Community

The existence of TBM has a positive impact on society. Based on observations and interviews, TBM is able to be one of the providers of information for community members. In addition, through the activities held by the TBM, the community can also gain many benefit. Society, is not limited to the younger generation, but also the generation above it. Following are the activities and events held by TBM and their impact on improving the quality of human resources in the community:

1. Through collaboration with PKBM Persada, TBM Widuri Pandan organizes functional literacy activities for older people. This activity aims to eradicate illiteracy, especially for the older generation who did not get formal education (schools). This activity has a direct impact on the older generation so that they are able to access information through scripts, e.g.: read a leaflet, manual instructions, etc.

2. In addition to these activities, the manager in TBM has also held training activities for young mothers, for example training in making crafts. This training aims to provide knowledge of skills for housewives who (if pursued), are expected to become one of the skills that generate profits.

3. With the access to information and education through collections owned by TBM, students who have graduated from school get the knowledge and motivation to continue their education to a higher level.

This, it can be seen that the existence of TBM in the community has a positive influence. This positive influence will be more effective if these obstacles can be overcome. Efforts and cooperation from various parties are needed to further optimize the role and function of TBM in order to achieve the expected goals. TBM as a form of out-of- school education is expected to be one of the driving forces for the development of literacy culture.

4. Conclusion

Based on observations and interviews, it is known that the Local Government of Bantul Regency is paying attention to the development of TBM in its area. This is known from the existence of a local government-owned mobile library as well as the collaboration between the local government (regional library) with several active TBMs in the Bantul Regency area. In addition, several TBMs have also cooperated with each other in organizing literacy activities so that it becomes a forum for the public to access information.

The existence of TBM in several regions or villages has been effective and has a significant impact on increasing community resources, such as TBM Guyub Rukun, TBM Ngudi Kawruh, also TBM Iboekoe, and several other TBMs. However, some TBMs still need more effort and collaborative support from the government and citizens to become a vehicle for improving the literacy culture in the community. With those cooperation and activities, Widuri Pandan as one of the TBM in Bantul regency also has a chance to be developed and can be more effectively works in improving human resources quality.

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