

The Sustainability of Community Library and Literacy Culture

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ABSTRACT

Community library is an institution that aims to improve the culture of literacy. Several members of the society hold it. However, community library faces several problems that hinder its development, including regeneration problems in the organisational management. The library is generally located in a resident's house, so its accessibility depends on the presence of the homeowner, who is also the library manager. Moreover, the lack of awareness of community members causes the problem in the regeneration. This paper discusses the problem of sustainability of the community library and the culture of literacy. The data was taken from one of the community libraries in Bantul Regency, namely Widuri Pandan. The data was collected through observation and interviews. The results of the study indicated that: 1) collaboration is needed with various parties to be able to develop the community, not only through donations but also collaboration activities; 2) it is necessary to design forms of routine activities that can stimulate public interest in literacy; 3) sustainability in the human resources development faces some obstacles so that regeneration and formation of the literacy team need to be formed.

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INTRODUCTION

One of the goals of national education is to educate the nation's life. Regulation No. 20/ 2003 also emphasised improving the quality of human resources through education. In addition to going through school, non-formal education also plays an important role. One of the non-formal education is the community library or in Bahasa Indonesia called Taman Bacaan Masyarakat (TBM).

To increase the interest in reading among the community members, serious efforts and attention are needed, not only from the government but also the community members themselves. In the Technical Guidelines for Submitting and Management of TBM in 2013, TBM is a cultural institution fond of reading communities that provide services in reading material. These reading materials can be books, magazines, tabloids, newspapers, comics, and other multimedia materials, equipped with rooms for reading, discussion, book review, writing, and other literacy

activities, and supported by managers who have a role as motivators among the community members.

In order to increase interest in literacy, the government, through the Ministry of Education and Culture Regulations No. 23 of 2015, concerning the growth of character building and regulates the formation of literacy culture. One of the articles regulated in this regulation is a 15-minutes activity of reading a book before the class begins. In addition to the regulation, the government also launched the School Literacy Movement (Gerakan Literasi Sekolah or GLS), Community Literacy Movement (Gerakan Literasi Masyarakat or GLM) and the Nation Literacy Movement (Gerakan Literasi Bangsa or GLB) (Ministry of Education and Culture, 2016). As one of the drivers of literacy culture in society, TBM is expected to increase reading interest, improving the quality of human resources.

This paper discusses the issue of sustainability in managing the organisation of the community library. The problem will focus on the opinion about TBM, availability of facilities and infrastructure, human resource management, and the efforts made to maintain the continuity of TBM. This research is part of a preliminary study of research with the theme of the existence of TBM and its effect in increasing the culture of literacy in Bantul Regency, Special Region of Yogyakarta.

METHODS

This paper is a preliminary study using qualitative descriptive methods. The qualitative method uses the natural environment as a source of direct data. It is analytic descriptive, emphasises the process, is inductive, and prioritises meaning—sources of data obtained through interviews, observation, and documentation. Punch (2014) states that “qualitative research is empirical research where the data are not in the form of numbers”, which means that qualitative research is empirical research in which data is not numerical. Instead, data is presented in the form of descriptions using words. The model of qualitative research characteristics will greatly facilitate researchers in finding and understanding research questions.

Creswell (2013) suggests using qualitative methods because this approach has advantages in uncovering a phenomenon. In addition, the qualitative approach has a high degree of flexibility that allows researchers to determine the study’s steps freely. Qualitative research also allows researchers to be able to make interpretations based on logical, intuitive certainty. Data retrieval is done through observation, interviews, and literature studies related to research. With this combination of methods, the data obtained in the field are then analysed by presentation and interpretation in depth. Data will be presented using descriptive explanatory. Punch (2014) says,

“A descriptive set out to collect, organise and summarise information about the matter being studied while an explanatory study is on the other hand, sets out to explain and account for the descriptive information. Description is a more restricted purpose than explanation.”

Data were taken from observations and interviews with one of the TBM samples, namely TBM Widuri Pandan. Data collection was carried out through observation and interviews with TBM managers and visitors. Observations were made three times in TBM and twice in outside TBM

activities. In addition, interviews were conducted with the TBM manager and six visitors (four children age 7-13 and teenagers/adults age 13-20).

Some part of the data based on the observation about TBM in Bantul has been published in the International Conference on Arts, Design, Education, and Cultural Studies (ICADECS) 2019. In this paper, the discussion will be divided into several parts based on the community sustainability criteria.

RESULTS AND DISCUSSION

Community libraries or public libraries are essential institutions to support access to information services (Mugwisi et al., 2016). This study took a sample of one TBM in the Bantul Regency, namely TBM Widuri Pandan. TBM Widuri Pandan is located in the area of Tembi Ngentak RT 06, Timbulharjo, Sewon, Bantul, Special Region of Yogyakarta. This TBM was first established in 2016 by Siti Zamronah. TBM Widuri Pandan was selected as a study sample based on the following considerations.

1. TBM Widuri Pandan is a TBM that has been established for more than three years.
2. Location considerations. TBM Widuri Pandan is in an area that is close to the relatively developed tourist village of Tembi. This is a consideration for further studies to determine whether these locations affect the culture of literacy in the surrounding community.
3. This TBM is one of the three TBM initiators of the routine activities of Mobura (“Moco Buku Rame-rame” or “Reading Books Together”) at the Sultan Agung Stadium, Bantul. This activity has been running routinely and given special attention from the Bantul Regency Education Office.

An Overview of the Establishment of TBM Widuri Pandan

TBM Widuri Pandan was established in August 2016. This TBM was initiated by one of the residents of Tembi Ngentak village, Siti Zamronah. In the beginning, Siti only thought that her collection of books to be useful for others. Finally, she decided to open a reading house by taking one of the rooms in her house and opening it to the public. In its development, she used her network to provide book donations and socialise the existence of the TBM in society.

TBM has a function as a source of information for the surrounding community. In addition, TBM also acts as a learning-based recreation centre so that the existence of TBM is expected to be able to improve the knowledge and skills of citizens in various fields. This aligns with the provisions issued by the Directorate of Community Education, Directorate of Non-Formal and Informal Education (PNFI/ Pendidikan Non-Formal dan Informal) Ministry of Education and Culture. The provisions stated that the reading communities are places or spaces provided for storing, maintaining, using collections of books, magazines, newspapers, and other multimedia materials to be read, studied, discussed, and utilised by the community, individually, group or institutional.

According to Ministry of Education and Culture Regulation No. 48 of 2010, reading culture is fostered by providing an accessible, inexpensive, and evenly distributed reading community, reading material and other sources of information. In turn, it motivates and invites people to

participate actively. Thus, it can be concluded that in the case of developing TBM, facilities and infrastructure become one of the essential things for the ongoing literacy activities in TBM. In the next section, the results of observations and interviews with a sample of users and managers regarding sustainability in TBM management will be presented.

Reading Motivation among Local Community

Community participation and role in a region are different from another region since it is affected by each region’s needs and sociocultural beliefs (Kusumaningrum et al., 2017). According to Anifah & Manulu (2019), one factor affecting the low interest in reading in the community is more time spent working and the high price of books. In this section, the motivation of the people to come and read in TBM will be described. Data were obtained by interviewing two groups of users. The first group is kids aged 7-13 years old. The second group is teenagers and adult people aged 13-20 years old. Most people who access the reading community are elementary school-aged children and junior high and high school adolescents. Based on the interview, the following conclusions were obtained:

Children aged 7-13 (Elementary School)	Opinion and motivation	Teenager/ Public
Come to TBM one to two times a week	Intensity	Occasionally access TBM. There is no regular time.
Motivation to see a new book, read a storybook or watch TV together while waiting for the Quran Learning Center (TPA/ Taman Pendidikan Al-Quran) to start.	Motivation	The motivation came to find information, for example, a book about Civil Servant test questions.
They are happy with TBM because it is facilitated with exciting picture books. They also can draw with the provided paper and crayons.	Satisfaction	They are happy to have TBMs, but because most of the books are children’s storybooks, they cannot accommodate the needs of adolescents or adults.
TBM is not opened every day, so sometimes when they come, TBM is closed. So naturally, this makes the kids feel disappointed.		To access TBM, they have to contact the manager first because it is not open every day.

Table 1: Interview result

Based on the interview (Table 1), we know that TBM provides benefits for its people. However, management becomes an obstacle to inaccessibility. Most of the visitors were not satisfied because TBM’s opening hours were uncertain. In addition, the development of social media is currently one of the factors in the low motivation of adolescents in accessing library sources. Today’s young generation is more familiar with gadgets and social media than reading and socialising through the community at TBM.

In comparison, people use social media as a procrastination tool that distracts them from the formal setting of learning. There must be appropriate guidance for students to make more productive use of their social networking time (Singh, 2018). Efforts are needed so that the younger generation is interested in accessing and socialising through TBM.

Development and Management of TBM Widuri Pandan

The sustainability of TBM requires efforts not only from managers but also from members of the surrounding community. In addition, efforts are also needed in terms of its management. In terms of management, place, human resources, or TBM managers are essential in implementing and maintaining sustainability. Furthermore, TBM is expected to motivate and foster interest and interest in community literacy to become an active learning citizen. Two factors influence the development and sustainability of TBM, the infrastructure and human resources factors. The following will describe the two factors and the efforts made concerning the development and management of sustainable TBM.

The reading culture developed in schools should be strengthened through the library. However, the school library's inadequate facilities and infrastructure and services sometimes become one of the obstacles to developing students' reading interests and abilities (Tahmidaten & Krismanto, 2020). Therefore, TBM is one of the means that should be able to cover these shortcomings. Furthermore, TBM will be a lifelong learning tool that will support the formation of habituation and habit, which begins with learning activities outside of school. Lifelong learning is a concept that sees learning in non-formal educational institutions and is a learning process that continues even if a person is no longer attending education in a formal setting. Thus, it can be emphasised that learning in the true sense lasts throughout a person's life (Nuswantara, 2018).

According to Tahmidaten and Krismanto (2020), when discussing the role of libraries, it must be seen from four (4) sides, namely: 1) facilities, 2) administration management, 3) human resources managers, and 4) library utilisation programs to support the reading movement. (school literacy). This can also be applied to TBM as a literacy facility in society.

The first factor influencing the sustainability of TBM is facilities and infrastructure. To determine the availability of facilities and infrastructure in TBM, observation was carried out and followed by interviews with TBM managers and visitors. From data and observation, facilities and infrastructure need to be maximised to strengthen TBM organisations and maximise literacy potency to increase literacy interest in the community itself. Therefore, observations and interviews with TBM managers were conducted to determine the availability of facilities and infrastructure in Widuri Pandan TBM. Interviews were conducted twice with the chairman of TBM, namely Siti Zamronah. The interview aims to determine the availability of facilities and infrastructure, and human resources owned according to the criteria of an organisation or community. The results of observations are presented in the following table.

Based on observations and interviews, the TBM has the facilities and infrastructure needed concerning the learning process and literacy, such as reading places or spaces, books, and educational tools. However, electronic media such as television, computers, and audiovisual learning facilities are still lacking. Literacy activities in TBM are still limited to borrowing books, drawing and colouring activities for kindergarten children, and training for residents (especially housewives) through collaboration with other agencies or communities outside of

TBM. Most of the facilities are the personal assets of the manager. All facilities are in good condition and accessible.

No.	Type	Yes	No	Quantity
1.	Library	√		1
2.	Tables, chairs/seats	√		4
3.	Bookshelf	√		4
4.	Library collection	√		700
5.	Electronic media		√	-
6.	Other educational equipment, for example, game tools, puzzles, drawing and colouring tools, and others	√		20
7.	Routine activities	√		1

Table 2: Availability of facilities and infrastructure in TBM



Picture 1: TBM Widuri Pandan



Picture 2: The shelves containing book collections

Another learning tool is the library collection. Literature collection can be in novels, collections of short stories, children’s storybooks, and magazines. The library collection owned by TBM Widuri Pandan was initially 400 volumes which was the personal collection of the chief manager, Siti Zamronah. Furthermore, in its development, Siti began to seek help by submitting proposals and contacting several relations who were willing to contribute books.

For the present time, TBM has a library collection of about 1,250 volumes of books, consisting of nonfiction books, fiction books such as novels, collections of short stories, children’s storybooks, old magazines, and collections of exam questions. In addition, TBM also provides blank paper and colouring equipment lent free to children who visit TBM.

Human Resources

Regarding TBM development and its sustainability, it is essential to pay attention to the organisational structure and facilities that must be owned. For example, according to Damayani (2017), the organisational structure of a community library consists of at least:

1. The Chairperson of TBM, whose task is to: (a) lead TBM, (b) formulate and determine programs, (c) promote and develop TBM, (d) establish cooperative relations, and (e) manage finances.
2. Administrative and Technical Affairs Manager, whose task is to: (a) take care of administration and correspondence, (b) conduct selection and procurement of reading material, (c) carry out the processing of reading material, and (d) carry out the development of reading material.
3. Manager of Service Affairs, whose task is to: (a) establish administrative procedures, (b) provide TBM services, and (c) carry out administrative administration.

To determine the availability of human resources in TBM Widuri Pandan, an interview was conducted with TBM founder Siti Zamronah. The following are the interview data about the human resources owned by TBM Widuri Pandan.

No.	Position	Yes	No	Number
1.	Chairman	√		1
2.	Administrative and Technical Affairs	√		1
3.	Service Affairs	√		1

Table 3: TBM Management

Based on the data above, TBM Widuri Pandan already has a chief manager, namely Siti Zamronah. The Office of Administrative and Technical Affairs at TBM Widuri Pandan was called the Secretary, held by Istini Widiastuti. The Office of Service is called Public Relations, managed by Beki. Thus, it can be concluded that TBM Widuri Pandan has a minimum management structure for an organisation or community. Therefore, TBM Widuri Pandan can be seen as a community organisation with a governance structure that can stand up and develop according to its capacity.

At present, TBM Widuri Pandan has been officially registered to the Office of Education and Culture, and the decree is still in process. To find out more about management's form to develop TBM, further interviews were conducted. The results of the interview are presented in Table 4 below.

Table 4 below shows that the human resources management system is still at a minimum level of an organisation or community. TBM has only a minimum number of people who are managing the TBM. In reality, all TBM management is still carried out by the chairman, while other managers only help when needed or when there are events or activities at TBM. In addition, TBM does not yet have a road map for sustainable management and development going forward. There is no plan for cadre management in it.

Based on the interview results described above, it is known that human resources issues need special attention. Human resources can be a problem in community management because the regeneration process of management has not been on the TBM agenda. In the three years running time, management is still centred on the chairman so that no regeneration process is carried out. Thus, the sustainability of TBM becomes very dependent on the head of

management. This dependency influences the running of activities in TBM. This can be seen through its operational hours. Based on observations and interviews, TBM operational hours do not have a definite schedule. This is due to the limited number of human resources in the organisation. The following is the data about TBM operational time.

No.	Question points	Answer
1.	Long-standing/operating	Three years (established in 2016)
2.	Founder	Siti Zamronah
3.	Place	Siti Zamronah's house
4.	First chief manager	Siti Zamronah
5.	Current chief manager	Siti Zamronah
6.	Number of TBM managers	Three (3) people, but in reality, only the chairman is actively managing
7.	The period of TBM manager/management change	There has never been a change. However, at present, one of the management has moved residence, and the TBM has difficulties in the regeneration of the members.

Table 4: Human Resources at Widuri Pandan TBM and its management

No.	Day	Operational time
1.	Monday Friday	16.00-17.30 (according to the Quran Education hours at <i>mushala</i> near TBM)
2.	Saturday	There are no official operating hours (depending on the presence of the homeowner)
3.	Sunday	There are no official operating hours (depending on the presence of the homeowner)
4.	Average TBM visitors in one day	± 10 people The average visitor is the children of the Quran Education participants who study the Quran every Monday to Friday at <i>mushala</i> near TBM

Table 5: TBM Operating Hours

Through the table above, it can be seen that TBM does not yet have definite operating hours. On weekdays, i.e. Monday to Friday, TBM is open in the afternoon around 16.00 or after the Asr prayer until before Maghrib prayer time. These operating hours are adjusted to the presence of the Quran in the Quran Learning Center (*Taman Pendidikan Al-Quran* or TPA) in the *mushala* near TBM. During the Quran, learning activities are when many children gather together, so it is possible to attract children to visit TBM. There is no study activity on Saturdays and Sundays, so TBM is open depending on the homeowner's presence. TBM will open one full day when certain activities are being held. On average, there are about 10 visitors every day who attend the Quran Learning Center (TPA).

The less optimal function of TBM can be seen from the operational hours that are very dependent on the homeowner's existence. This is due to the lack of human resources who take an active role in managing TBM. In addition, TBM visitors are still limited to children of TPA participants in the *mushala* near the TBM location. Thus, it can be concluded that the human resources problem becomes an obstacle in the management. Cadre management is needed so

that TBM management can run more optimally. The regeneration of members can be a solution to the constraints of an organisation's sustainability.

Routine activities and development efforts

TBM, as a public library, must be designed in such a way so that it is well accepted by the community and can increase people's reading interest. That is why it should be accompanied by packaging and strategies for fostering community reading interest so that its use can be more effective (Sani & Suwanto, 2018). Therefore, TBM Widuri Pandan collaborates with TBM Delima and TBM Teras Baca to develop and improve the reading interest to hold an activity entitled "Mobura". Mobura is short for "Moco Buku Rame-rame" or "Read Books Together". This activity is carried out by opening a book corner (mostly children's books) and lending it for free. *Mobura* is held at Sultan Agung Stadium, Bantul, every Sunday morning from around 7:30 to 11:00. Sultan Agung Stadium was chosen because every Sunday morning, the stadium was held a public market, so it was possible to promote an activity, including literacy activities.

Mobura was first conceived by Siti Zamronah, chair of TBM Widuri Pandan, Siti Aminah, chairman of TBM Delima, and Ika Ariyati, chair of TBM Teras Baca, in 2018. After running regularly, Mobura also collaborated with the Bantul Regency Regional Library. As a result, the library has participated several times in literacy activities in *Mobura*. *Mobura* visitors are mostly children with parents who are also visitors in the public market at the Sultan Agung Stadium, Bantul. *Mobura* has been running for one year.

The biggest obstacle in organising this activity is competition with other children's attractions in the public market. Because it is a public market event, many children's attractions on Sunday morning, such as mini carousel, trampoline, and others, are more attractive. Therefore, there needs to be an update in activities at *Mobura* to attract more visitors.



Picture 3: Mobura activity at Sultan Agung Stadium, Bantul

Besides *Mobura* activities, TBM also seeks to develop the community through the expansion of cooperation networks. Cooperation is carried out by holding joint activities in collaboration with:

1. Bantul Regency Regional Library (Perpusda Bantul). Perpusda Bantul takes its role through the mobile library car in Mobura. In addition, Perpusda is also planned to provide learning assistance by building a reading gazebo in the TBM.
2. Community Learning Activity Center (Pusat Kegiatan Belajar Masyarakat or PKBM) Persada in the Bantul Regency area. PKBM is a non-governmental organisation that

focuses on education and training activities outside the classroom. One form of collaboration with PKBM Persada is holding training on making souvenirs for homemakers around TBM. The activity aims at introducing and providing potential income-generating skills for homemakers.

3. Other Literacy Communities. In addition to collaborating with fellow TBMs in other villages, TBM Widuri Pandan also seeks to establish cooperation through organising activities with other literacy communities, such as the Jogja Menyala Community and the Indonesian New Generation (GenBI). Picture 4 shows the activities (financial literacy workshop) of the community in collaboration with GenBI. This workshop is intended for children to understand financial literacy.



Picture 4: Financial literacy workshop by GenBi and TBM Widuri Pandan 1



Picture 5: Financial literacy workshop by GenBi and TBM Widuri Pandan 2

TBM has a central function as a mobiliser in the community in education, information providers, and recreational-based learning media. This makes TBM the main partner of community learning activities. Therefore, TBM should be able to provide collections that can support the learning process in the community. TBM collection can be in library collections, electronic media, and educational game media that community members can freely access. Therefore, good collection management will also be a determinant of the sustainability and success of a program at TBM.

As Mia (2020) states,

“By empowering rural people with appropriate information access, skills, infrastructure and understanding, rural community library can assist in the alleviation of information poverty as well as the sustainable development throughout the world.”

Therefore, the sustainability of the community library affects the sustainable development of the nation.

Suggestions for future development

Community libraries act as literacy media in society as well as libraries. Therefore, libraries play an essential role in achieving Sustainable Development Goals. In addition, the library has a role as an information centre which is needed by society (Abata-Ebire et al., 2018). After the observations at TBM and in the *Mobura* activities and interviews and participating in activities with other communities, an overview can be obtained about the development of TBM sustainability. Thus, the obstacles faced by TBM in the three years running can be known and mapped to think of solutions that need to be prepared. After mapping the sustainability potency

and the obstacles faced, then some suggestions and solutions can be offered for the future development of TBM. The following solutions can be reported.

1. Establish cooperation with local government, not only in terms of procurement of library materials but also in the implementation of routine activities. An attractive routine activity is one of the pullers of the community's interest to be actively engaged in the development of literacy culture.
2. In addition to government agencies, TBM also needs to be more active in establishing communication and cooperation with other advanced TBMs and other literacy communities. So far, cooperation is still limited to participating in organising activities with the initiation of other literacy communities. Being more active in collaborating will develop more insight and is expected to stimulate public interest in literacy.
3. In the case of human resources, TBM, in this case, the chairman, must immediately carry out or plan regeneration. The issue of regeneration is often a major obstacle in an organisation or community. Without clear planning, an organisation will not run smoothly. TBM Widuri Pandan has only a minimum number of managers for an organisation. In the future, management cadre needs to be carried out. Cadre formation can be done by forming a literacy team (task force team) recruited from community members. The team may consist of several youths who are given the responsibility to help manage TBM and plan literacy activities.
4. Do some comparative studies or visits to other TBMs that are more advanced. For example, in Bantul Regency, several TBMs have advanced and received awards, both at the local and national levels. The Chairperson of TBM can invite several cadres to visit other TBMs to make observations, both in terms of physical observation (condition of the place, facilities and infrastructure at the other TBM) and management and routine activities.

Doing some planning in terms of facilities, infrastructure, and human resources and strengthening networking cooperation with government agencies, the private sector, and other communities is expected to strengthen the sustainable development efforts in TBM Widuri Pandan. This sustainable development is furthermore expected to strengthen the role and function of TBM in the community as a source of information and recreation centre based on learning. Thus, the existence of TBM, which is expected to increase the knowledge and skills of citizens in various fields, is expected to be realised.

CONCLUSION

Community library or TBM is established and managed by community members independently, which is intended as a forum for providing reading material for the surrounding community. TBM can also be seen as a means of realising lifelong learning, which is expected to support society's quality of life. Thus, TBM is expected to target all levels of society of various ages to encourage literacy culture. Thus, TBM has become one of the institutions in the community that is expected to foster and enhance the culture of citizen literacy.

Some TBMs have grown and developed well to become a forum to improve the culture of literacy and improve the quality of human resources in their regions. However, some TBMs still face obstacles to go into existence and develop to achieve their goals. From the study, it can be

concluded that the sustainability of the community library also affects the culture of literacy in the community. This is because the community library is the only source of public libraries owned by the village community. If there is no activity in TBM, it is also possible that there will be minimal literacy activities. Therefore, collaboration with various parties is needed to be able to develop TBM. It is also necessary to design forms of routine activities that can stimulate public interest in literacy. Finally, regeneration is important to be considered a step to maintain the sustainability of the community library.

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