

The Relationship Between The Education And Income Background Of The People With Reading Culture In The Province Of North Kalimantan

Arif Jauhar Tontowi (*) and NurIndanah (**)

(*) Management Study Program, Kaltara University of TanjungSelor, North Kalimantan, Indonesia

(**) Muhammadiyah Elementary School of TanjungSelor, North Kalimantan, Indonesia

Corresponding Author: Arif Jauhar Tontowi

Abstract: This study aims to determine the relationship between educational background and community income to the level of culture of reading. The research was conducted in North Kalimantan Province, Indonesia. Using the technique of quota purposive accidental sampling with a number of respondents as many as 500 people spread across five districts / cities throughout the Province of North Kalimantan. The analysis tool used is Structural Equation Modeling (SEM). The results showed that community background (education and income) had a positive influence correlation with the influence value of 0.67 and Probability (P) = *** (<0.05) which means significant, to the level of interest in reading. The background of the community is mainly seen from the educational background while the reading culture is mainly seen from the number of books read. The higher the level of education will be the higher the level of interest in reading especially seen from the number of books read. Community background variables (education and income) affect data variation in the reading culture variable by 45%. The remaining 55% is influenced by other variables outside of this study.

Keywords: Community Educational Background, Community Income Background, and Reading Culture.

Date of Submission: 04-02-2019

Date of acceptance: 22-02-2019

I. Introduction

Based on the results of a survey of international institutions engaged in education, the United Nations Education Society and Cultural Organization (UNESCO), interest in reading the population of Indonesia is far below Asian countries. Indonesia seems to have a lot to learn from developed countries that have a fairly high reading tradition. Japan, America, Germany, and other developed countries whose people have a tradition of reading books, so rapidly its civilization. The people of that country have made books as friends who accompany them wherever they go, when queuing to buy tickets, waiting for trains, on buses, they take advantage of time with productive activities, namely reading books. In Indonesia this habit has not been seen. This is because the Indonesian people are stronger with oral culture compared to reading culture. (Saepudin, 2015). More detailed data from the National Library in 2017 shows that the average reading frequency of Indonesians is only three to four times per week. While the number of books that are read on average is only five to nine books per year. (Pratiwi, 2018). This phenomenon shows that research is still very much needed in relation to reading culture so that an effective model is found as a basis for making policies to improve reading culture in Indonesia.

One of the tasks of the Indonesian Government is to educate the public. This is as mandated in the Preamble to the 1945 Constitution (Pembukaan Undang-Undang Dasar Negara Republik Indonesia Tahun 1945) paragraph 4, "... to educate the life of the nation ...". In the Indonesian Dictionary (*Kamus Besar Bahasa Indonesia/KBBI*, 2007), smart means perfect development of the mind (to think, understand, etc.). Educating means trying and so on to make his mind perfect or make smart. With the intelligence that is owned, it is expected that everyone can solve every problem and challenge in his life so that he can live successfully, prosperously and happily.

Various efforts have been made by the government to educate the nation, both through guidance, facilitation of the process and assistance with educational facilities and infrastructure. Everything is done both within the scope of formal, non-formal and informal education. The role of the government in the form of facilitation and assistance can be in the form of providing educators, educational buildings, learning facilities, laboratories, books, and others. Whereas one form of guidance carried out by the government to educate the nation is to improve the quality of teaching staff, curriculum development, improvement of the education system, and others.

Of observed, the entire role of the government that has been carried out is one of the estuaries to be achieved is to strengthen interest and interest in reading. With the growing interest and hobby of reading, it is

expected that there will be a process of transfer of sufficient knowledge so that the Indonesian Nation becomes increasingly intelligent.

Growing interest in reading and hobby of reading cannot be separated from the existence of a library. Especially the government-owned libraries and bona fide institutions, usually have complete reading resources that have been well prepared and managed. Everyone who has an interest and passion for reading can go to libraries to meet the needs of the books he wants to read.

Based on Law Number 43 of 2007 concerning the Library (*Undang-Undang Nomor 43 Tahun 2007 tentang Perpustakaan*) article 48 paragraph 1 states that, "The civilization of reading hobbies is carried out through families, educational units and the community". Further explained in article 50 of the law, that the central government and local governments (provinces / districts / cities) facilitate and encourage the reading of the hobby by providing affordable quality reading materials.

With the existence of this government policy, it is expected that reading hobby in the community will be facilitated so that it grows stronger. However, to find out the extent to which the hobby of reading society throughout Indonesia is not easy. The reach of the area is very broad with a large population. Periodic evaluations must still be carried out, so that the conditions can be known from year to year so that remedial steps can continue.

For this reason, a scientific study of the hobby of reading in each province is one way that can be taken. With this study, data and information regarding the hobby of reading the community in each province throughout Indonesia can be mapped. Which areas are already good and which areas are still low can be known. What variables that significantly and not significantly affect the fondness of reading can also be found. Thus the government has an accurate basis in making policies in order to build people's interest and passion in reading.

II. Objectives

The purpose of this study was to determine the relationship between educational background and income of people with reading culture in North Kalimantan Province.

III. Literature Review

3.1. Community Education Background and Community Income Background

Society is a group of people who get along with each other, in scientific terms is interacting with each other. A human unity can have infrastructure through citizens - citizens can interact with each other. Another definition, society is the unity of human life that interacts according to a certain system of customs that is continuous, and which is bound by a sense of shared identity. Continuity is a community unit that has four characteristics, namely: 1) Interaction between citizens, 2). Customs, 3) Continuity of time, 4) A strong sense of identity that binds all citizens (Koentjaraningrat, 2016). The community referred to in this study are people who live in the Province of North Kalimantan Indonesia along with the norms and customs adopted. This includes the tradition of reading hobbies that are part of their daily culture.

What becomes a habit (culture) in a society can change by the background of the community itself. For example, the reading culture of the community is expected to increase their level of education and income. Related, the higher the level of education of the community, the higher the increase in the reading culture of the community. And, the higher the level of income of the community will also be the higher the culture of reading the community.

According to Law Number 20 of 2003 concerning the National Education System (*Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*), education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by him, society, nation and country. Education can be implemented through formal, non-formal and informal education. Namely held by the government, community and family.

The educational background referred to in this study is formal education organized by the government. There are several levels. Starting from the basic education level, namely, elementary school. Then the secondary education level is, junior high school and high school (or equivalent). And universities, namely diploma programs, undergraduate level (bachelor), stratum 2 (master), and stratum 3 (doctoral). From the level of education starting from the elementary, middle and high levels which will be studied and predicted to have a contribution of influence, the higher the level of educational background of the community, the higher their reading culture will be.

Income is the amount of income received by residents for their work performance for a certain period, both daily, weekly, monthly or yearly (Sukirno, 2006). From the income earned, the community will use it to fulfill various needs of their lives. One of the necessities of living in modern times is the need to read from various reading sources. From this reading activity, there will be a process of transfer of knowledge needed to

solve various life problems. The more knowledge that is owned means the more problems can be solved so that people's lives will be more advanced and prosperous.

From the income that is owned, it is possible that the community will allocate a portion of it to shopping for various reading needs such as books, magazines, newspapers, and others. This illustrates that, people's income has a correlation with their needs in reading habits (reading culture). This correlation which will also be examined in this study which predicts the income of people with reading culture has an influence relationship. The larger background of people's income is predicted to further enhance their reading culture.

3.2. Reading Culture

Reviewing the culture of reading in the community must begin with interest in reading. It is from this reading interest that it develops into hobbies and habits that form a reading culture. Reading interest according to Sutarno (2001) is interpreted as a tendency of a high heart in a person towards certain reading sources. While according to Darmono (2001) in Saepudin (2015) explained that, reading interest is a mental tendency that encourages someone to do something about reading. Reading interest is shown by a strong desire to carry out reading activities. Such people are always thirsty for reading. The interest in reading is very influential in reading skills.

Culture is thought, reason, customs, something that has become a habit that has been difficult to change (KBBI, 2007). Reading is seeing and understanding the contents of what is written (by expressing or only in the heart), spelling or reciting what is written, pronouncing, knowing, predicting, calculating, and understanding (KBBI, 2007). If these two meanings are combined in the context of society, it can be concluded that the culture of reading the community is a habit carried out by certain groups of people in the habit of reading.

Individually, reading culture is defined as, an attitude and action or action to read that is done regularly and continuously. A person who has a reading culture is that the person has become accustomed to and proceeds in a long time in his life, always uses some of his time to read (Sutarno, 2006).

IV. Methodology

The data collected in this study uses a quota purposive accidental sampling technique. Conducted by distributing questionnaires to respondents who meet certain criteria set out in the technical guidelines for the launching of a reading movement culture movement in the province (National Library of Indonesia/ *Perpustakaan Nasional*, 2018), namely:

1. The general public who have worked formally or non-formally;
2. The general public of school age who have dropped out of school / have worked;
3. Not including elementary, middle, high school, vocational, and madrasah students;
4. Excludes college / college / high school students;
5. Does not include employees of the Provincial / District / City Library Offices surveyed.

The number of respondents has been determined based on technical instructions, namely as many as 100 respondents per district / city. Because there are five regencies / cities in North Kalimantan Province, the number of respondents can be determined based on quota, which is 500 respondents.

The approach used in this study is a quantitative approach. There are two statistical methods commonly used in studies with quantitative approaches, namely descriptive statistics and inferential statistics: Descriptive statistics are descriptions of field data by presenting primary data into tabulations. The aim is to obtain an overview of the variables studied and also to identify the characteristics of each variable in the form of frequency and percentage, and to obtain a general description of the characteristics of the respondents in the object of study (Tontowi, 2016).

To provide justification for the data collected from the respondents' answers, guidelines for assessment in this study were made with tiered qualifications. Answers less than or equal to 1 means very low (VL). The answer in the range 1.1-2.0 means low (L). Answers in the range 2.1-3.0 means enough / moderate (M). Answers in the range 3.1-4.0 means high (H). And the answer above 4.1 means very high (VH).

Inferential statistical analysis focuses on the field of study of data analysis and interpretation to draw conclusions. This analysis is used to analyze correlations between variables that have been determined using sample data obtained. Data obtained from respondents who were used as sample studies through distributed questionnaires will be analyzed using Structural Equation Modeling (SEM) with the SPSS-AMOS 20 program. The choice of SEM analysis tools is based on several reasons as follows: First reason, the discussion is to test the model structurally. The second reason is that in this discussion it is assumed that all variables involve variables that are unobservable (latent variables), ie variables cannot be measured directly through indicators, so Confirmatory Factor Analysis (CFA) analysis techniques must be done. However, in SEM, techniques that are identical to CFA can be carried out, namely SEM in the measurement model.

Structural equation modeling (SEM) is a collection of techniques that allow testing of a relatively complex set of relationships simultaneously. This complicated relationship can take the form of one or several

dependent variables with one or several independent variables. Each construct is constructed from several indicator variables (Ferdinand, 2002).

Hair (2006), the formation of structural equation models follows the following steps, developing theory-based models, flow diagrams (path diagrams), evaluating the criteria for goodness of fit, testing assumptions of SEM models, structural models testing: testing hypothesis research.

V. Findings And Discussion

5.1. Instrument Test Results

The results of the instrument test can be presented as in Table 1 below:

Table 1. Test of Validity and Reliability of Instruments

Community Background (X)		Reading Culture (Y)	
Indicators	Correlation	Indicators	Correlation
Educational Background	0.31	Frequency of Reading	0.46
Income Background	0.31	Reading Long	0.47
Cronbach's Alpha= 0.61		Number of Books Read	0.54
		To the Public Library	0.44
		To the Village Library	0.35
		To the Bookstore Buy a Book	0.42
		Book Collection	0.44
		Cronbach's Alpha= 0.71	

Source: Primary Data Processed (2018)

All instruments have a correlation value above 0.3 and the Cronbach's Alpha value is more than 0.6 which indicates that all instruments are declared valid and reliable.

5.2. Descriptive Analysis Results

The results of the descriptive analysis can be presented as in table 2 below:

Table 2. Results of Descriptive Analysis

Variables / Indicators	Respondent's Answer Score										Average
	L		VL		M		H		VH		
	f	%	f	%	f	%	f	%	f	%	
Average Community Background Score											2.35
Educational Background	97	19.4	85	17	246	49.2	14	2.8	58	11.6	2.70
Income Background	128	25.6	281	56.2	69	13.8	13	2.6	9	1.8	1.99
Average Reading Culture Score											1.78
Frequency of Reading	116	23.2	177	35.4	67	13.4	16	3.2	124	24.8	2.71
Reading Long	65	13.0	261	52.2	86	17.2	48	9.6	40	8.0	2.47
Number of Books Read	301	60.2	154	30.8	15	3.0	22	4.4	8	1.6	1.56
To the Public Library	420	84.0	57	11.4	10	2.0	5	1.0	8	1.6	1.25
To the Village Library	460	92.0	27	5.4	6	1.2	2	0.4	5	1.0	1.13
To the Bookstore Buy a Book	349	69.8	121	24.2	19	3.8	8	1.6	3	0.6	1.40
Book Collection	175	35.0	246	49.2	39	7.8	19	3.8	21	4.2	1.95

Source: Primary Data Processed (2018)

Based on table 2 the results of the descriptive analysis above indicate that, in general, the background variable of the community is at an average value of 2.35 which means enough. However, if based on the value of the two indicators, it shows that the educational background of the people in North Kalimantan is at an average value of 2.70 which means that it is also sufficient. However the income background of the people in North Kalimantan is at an average value of 1.99 which means it is still low.

The results of the descriptive analysis for the reading culture variable of the people in North Kalimantan are generally at an average value of 1.78 which means it is still low. If it is then analyzed based on the indicators it shows that the two indicators consisting of the frequency of reading and reading long are at an average value of 2.71 and 2.47 which means enough. But if analyzed from five other indicators as follows. The number of books read has an average value of 1.56. To the public library has an average value of 1.25. To the village library has an average value of 1.13. To the bookstore buy a book has an average value of 1.40. And book collection has an average value of 1.95. The average value of the five indicators is stated to be still low.

5.3. SEM Analysis Test Results

Before SEM analysis, the assumptions of normality, outliers, linearity, and model fit have been tested. The results show that the model built in this study has met the required assumption test.

5.3.1. Measurement Model (CFA)

The results of the measurement model in this study are presented in Table 3 below:

Table 3. Results of Measurement Model Testing

Variable Community Background (X)			
Indicators	Standardize	P-value	Description
X 1 = Educational Background	0.73	0.000	Significant
X 2 = Income Background	0.38	0.000	Significant
Variable Reading Culture (Y)			
Indicators	Standardize	P-value	Description
Y1 = Frequency of Reading	0.41	0.000	Significant
Y2= Reading Long	0.59	0.000	Significant
Y3= Number of Books Read	0.65	0.000	Significant
Y 4 = To the Public Library	0.58	0.000	Significant
Y 5 = To the Village Library	0.47	0.000	Significant
Y 6 = To the Bookstore Buy a Book	0.55	0.000	Significant
Y7= Book Collection	0.55	0.000	Significant

Source: Primary Data Processed (2018)

The test results of the measurement model based on table 3 above show that, in the overall background variable the community is stated to be significant because each indicator has a P-value of 0,000 <0.05. The highest loading factor (weight) is educational background which has a value of 0.73. While the background of income has a value of loading factor of 0.38. This shows that the background variable of the community is generally seen from their educational background.

The results of the measurement model test on the reading culture variable indicate that all have a P-value of 0.000 which means significant. If seen from the value of factor loading (weight) the highest is the indicator of the number of books read with a value of 0.65. This shows that the reading culture variable is mainly seen from the number of books read.

3.6. Hypothesis Testing Results

The results of the hypothesis test are presented in the following Table 4 below:

Table 4. Structural Models of SEM Results: Direct Effects

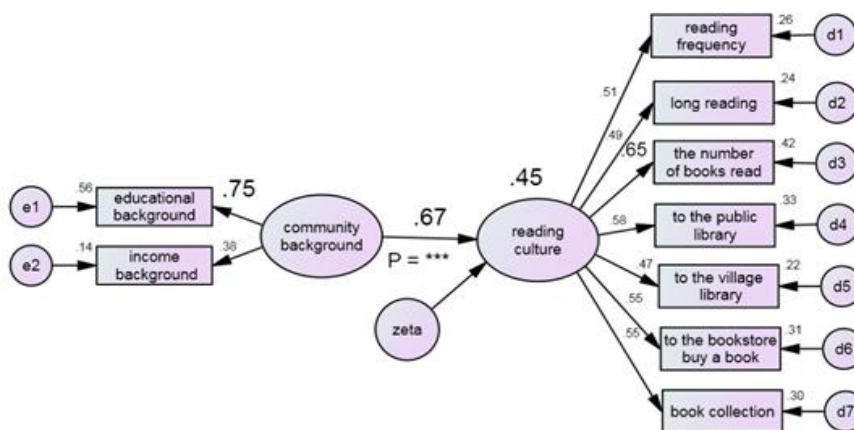
Relationship Between Variables	Coefficient	P-value	Description
Community Background(X)→Reading Culture(Y)	0.67	***	Significant

Source: Primary Data Processed (2018)

Note: ***<0.001 (significant if P <0.05)

The results of SEM analysis can be presented as in Figure 1 below:

Figure 1. SEM Test Results



Source: Primary Data Processed (2018)

5.3. Discussion

5.3.1. Correlation between Community Background and Reading Culture

Based on the results of the analysis, the coefficient of the relationship between community background (X) and reading culture (Y) is 0.65 with a p-value of ***. Because the <0.05 p-value value indicates that community background has a significant positive effect on reading culture. Because the coefficient has a positive sign indicating a unidirectional relationship. This means that the higher the value of community background, the higher the value of reading culture. The qualification of the performance of the community background has an average value of 2.35 which means enough. While the qualification of reading culture performance has an average value of 1.78 which means it is still low.

Based on the results of analysis on the measurement model in SEM shows that community background is measured by two aspects, namely; educational background and income background, where the first aspect is educational background is the most important measure of community background. This indicates that the high value of community background is mainly seen from the educational level of the community.

Based on the results of the analysis on the measurement model in SEM shows that reading culture is measured using seven aspects, namely, frequency of reading, reading long, number of books read, to the public library, to the village library, to the bookstore buy a book, and book collection, where the aspects of number of books read are the most important as a measure of culture reading. This indicates that the high value of reading culture is mainly seen from the number of book read by community.

From the results of the analysis stated that the higher the background value of the community will have a positive impact on the higher the value of reading culture. This shows that if there is an increase in the background of the community which is mainly seen in the level of community education, it will result in a higher reading culture, especially seen from the number of books read by the community.

5.3.2. Coefficient of Termination

Based on the results of the analysis show that, the community background variables (education and income) affect data variation in the reading culture variable by 45%. The remaining 55% is influenced by other variables outside of this study.

VI. Conclusion

Based on the previous discussion, the results of this study produce findings that, community background has a significant positive effect on the reading culture of the people in North Kalimantan Province, especially in communities with higher education levels. The higher the level of education, the higher the reading culture, especially from the number of books read. The educational background of the people in North Kalimantan Province is still fairly moderate. While the reading culture of the people in North Kalimantan Province is still relatively low.

Suggestion

To improve the culture of reading the community, the Provincial Government of North Kalimantan needs to facilitate so that the people get education as closely as possible. It also organizes activities that encourage the community to increase the number of books that are read, for example, to contribute reading books that are in accordance with the interests or work of the community. It is also necessary to conduct library management innovation activities that attract the interest of the community to come and read books in the library, such as competitions that match the interests and work of the community so that they want to come to the library and want to read books that suit their interests and work.

Thank-you note

Many thanks to Dr. Hermawan as the Head of the Library and Archives Office of North Kalimantan Province who has facilitated and directed this research. Also conveyed gratitude to Yuliansyah and EkaFaridahKusuma as lecturers and assistant lecturers at the Management Study Program, Kaltara University ofTanjungSelor, who had helped a lot in collecting data in the field. And thank you to all those who have helped this research a lot, especially the people who became respondents and employees in the library and archives office both in the provinces and in the regencies / cities that are not possible to mention one by one.

References

- [1]. Saepudin Encang. 2015. Tingkat Budaya Membaca Masyarakat (Studi Kasus pada Masyarakat di Kabupaten Bandung). *Jurnal Kajian Informasi & Perpustakaan*. halaman 271 -282.
- [2]. Pratiwi Sari Priska. 2018. *Minat Baca Masyarakat Indonesia Masih Rendah*. www.cnnindonesia.com. Diakses tanggal 1 Desember 2018. Jam 21.00 WITA.
- [3]. Undang-Undang Dasar Negara Republik Indonesia Tahun 1945.
- [4]. Tim Penyusun Pusat Kamus. 2007. *Kamus Besar Bahasa Indonesia (KBBI)*. Balai Pustaka. Jakarta.

- [5]. Undang-Undang Nomor 43 Tahun 2007 tentang Perpustakaan.
- [6]. Sutarno. 2003. *Perpustakaan Masyarakat*. Buku Obor. Jakarta.
- [7]. Sukirno, S. 2006. *Ekonomi Pembangunan; Proses, Masalah dan Dasar Kebijakan*. Kencana Prenada Media Group. Jakarta.
- [8]. Pusat Pengembangan Perpustakaan dan Pengkajian Minat Baca Deputi Pengembangan Sumberdaya Perpustakaan. 2018. *Petunjuk Teknis Pelaksanaan Kegiatan Pencanangan Gerakan Budaya Gemar Membaca di Daerah Provinsi*. Perpustakaan Nasional Republik Indonesia. Jakarta.
- [9]. Koentjaraningrat. 2016. *Pengantar Ilmu Antropologi*, Rineka Cipta. Jakarta.
- [10]. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional
- [11]. Tontowi Jauhar Arif. 2016. *Penelitian Kuantitatif dan Analisa Data Menggunakan SEM (SPSS-AMOS 20)*. Dapur Buku. Jakarta.
- [12]. Ferdinand Agusty. 2002. *Struktural Equation Modelling Dalam Penelitian Manajemen. Aplikasi Model-Model Rumit Dalam Penelitian Untuk Tesis Magister dan Disertasi Doktor*. Edisi 2 BP Undip, Semarang.
- [13]. Hair Jr, et al. 2006. *Multivariate Data Analysis with Reading*. Macmillan Pub. Company. New York.

IOSR Journal of Business and Management (IOSR-JBM) is UGC approved Journal with SI. No. 4481, Journal no. 46879.

Arif Jauhar Tontowi ." The Relationship Between The Education And Income Background Of The People With Reading Culture In The Province Of North Kalimantan". IOSR Journal of Business and Management (IOSR-JBM), Vol. 21, No. 2, 2019, pp. -33-39.