

Performance of Community Reading Park in Palembang

Azizah Husin

Sriwijaya University, Indonesia, Department of Education, Jl. Palembang – Prabumulih, Indonesia

Abstract: *This study aims to determine the performance of the Community Reading Gardens in Palembang. The research method uses a qualitative descriptive approach. The research subject was the manager and staff of the community reading park. Data collection techniques used purposive sampling, namely choosing 3 types of TBM. Each sample of the 3 types of TBM totalled 7 TBM. The research technique uses interviews, observation and documentation. The results showed that the community reading parks in Palembang of the 3 types had significantly different performance. The performance of TBM from the foundation is very good. The performance of TBM originating from the Paud school was not good, and TBM in PKBM had quite good performance. The advice given is the need for training for managers of community reading parks.*

Keywords: community, TBM, reading

1. Introduction

Being able to read is very important because it means that someone is no longer blind to one of the basic knowledge that must be possessed by each individual. After that, someone will be more qualified to live if he likes to read and likes to learn. Characteristics of people who like reading have a broad insight. The condition of reading preferences of the Indonesian people is still low. In the Kompas newspaper, (Nadlir 2018) states that every day the average Indonesian only reads books less than an hour. Causing reading preferences can be done in various ways. In Indonesia the government through the ministry of public education provides an opportunity to grow and develop reading interest through non-formal education channels namely TBM stands for Community Reading Park (Directorate of Community Education 2009). Low public reading power, needs to be assisted and encouraged by community reading parks, as wrong an effort to answer the need to educate people's lives through non-formal education (Gunarty et al 2010). The vision of a Community Reading Park (TBM) is to encourage people to have a culture of fondness to read and love to learn. The existence of community reading parks should ideally help government programs to improve the reading culture among the community. By growing people's fondness for reading, the community will have broader insight, and later become a smart nation. Community reading parks act like small libraries that can serve the general public in all walks of life (Tony Simbolon 2013) Based on research results (Darmawan 2016). Stating that the Community Reading Park (TBM) can effectively increase people's reading motivation. Research results (Jene, O 2013) TBM can play a role in fostering a children's reading culture through the provision of collections, storytelling, poetry competitions, and learning activities at TBM. The results of the study (Saepudin 2017) show that community reading parks in the village environment serve as learning resources for early childhood, a source of information for parents in fostering early childhood, and recreational-educational facilities for the community. (Weni Prestanti, et al. 2013). Utilization of Community Reading Parks as Learning Resources for Communities in Semarang Regency. The results of the study showed that people who visited public reading parks carried out activities to read books, study, and

participate in other supporting activities, as well as playing and learning to use computers and the internet. Books read by visitors are books that are in accordance with the wishes and needs of the community such as story books, novels, and magazines. Research results (Zainal Arifin 2016) the role of TBM as a learning resource, as a source of information, as a means of recreational education, character and moral guidance, a place to learn skills.

TBM community reading parks in Palembang have an increasing number each year as the number of Paud schools increases. This increase in the number of TBMs should be accompanied by the quality of the TBM itself. The Taman Bacaan Community in Palembang consists of 3 types seen from the origin of its existence. First, the Community Reading Park which was established from the foundation's funding sources, the two TBMs were established because they were part of the Community Learning Center (PKBM) program, and the three stood along with the establishment / establishment of Early Childhood Education (PAUD) schools. With these three types, based on a preliminary study of interviews and observations, there are indications closely related to the development of TBM itself. (Nur Listiawati 2010) suggested the results of his research showed that TBM which was founded was established by the public (interest) and the public reading interest and culture, while the TBM was founded on the idea of government established because of instructions from the government (Sanggar Belajar Belajar / SKB). TBM under the Center for Community Learning Activities depends on the creativity of the managers.

Based on the results of the research that has been put forward, the researcher wants to reveal a further problem of how the performance of the 3 types of TBM in Palembang is seen from the aspects of knowledge, attitudes, and skills, effectiveness, commitment, and communication and cooperation. Performance comes from the word performance. While performance itself is interpreted as a result of work or work performance. Performance is the implementation of the plan that has been compiled. Implementation of performance is carried out by human resources who have the ability, competence, motivation and

interests "(Wibowo 2007, 4).

To measure employee performance individually there are several indicators used. According to Robbins (2006) there are six indicators, namely: Quality, Quantity, Timeliness, Effectiveness, Independence, and Work Commitment. Performance indicators according to Swanson and Holton cited by Keban (2004: 194) suggest that: "employee performance individually can be seen from whether the mission and goals of employees are in accordance with the mission of the institution, whether employees face obstacles in working and achieving results, whether employees have the ability mental, physical, emotional at work, and whether they have high motivation, knowledge, skills and experience in work. Performance can be measured from (1) quantity of work, (2) quality of work, (3) cooperation, (4) knowledge of work, (5) independence of work, (6) attendance and timeliness, (7) knowledge of policies and objectives organization, (8) initiative and delivery of sound ideas, (9) supervision and technical skills (Schuler and Dowling, in Keban, 2004: 195).

The Theory of Performance (ToP) develops and relates six foundational concepts to form a framework that can be used to explain performance as well as performance improvements. To perform is to produce valued results. A performer can be an individual or a group of people engaging in a collaborative effort. It is a journey in developing performance and level of performance. Level of performance depends on 6 components: context, level of knowledge, levels of skills, level of identity, personal factors, and fixed factors. To perform is to take a complex series of actions that integrate skills and knowledge to produce a valuable result.

https://www.webpages.uidaho.edu/ele/scholars/Results/Workshops/Facilitators_Institute/Theory%20of%20Performance.pdf.

To measure performance individually, McKenna and Beech (1995) have several indicators, indicators of performance that are often used to assess the performance of individual employees according to McKenna and Beech are: a. Knowledge, ability and skills at work / competent, b. Work attitude, expressed as enthusiasm, commitment and motivation, c. Quality of work, d. Interactions, such as communication skills and the ability to connect with other people in a team.

2. Research Result

Based on the results of interviews and observations, it was found that, TBMs originating from funds or founding foundations were TBMs that were institutionally and financially independent. The foundation's vision and mission is also clear. The management structure comes from the center. This foundation moves specifically to foster and improve the community's reading culture, so that the activities and organization run according to established rules and professional moves. The performance indicators of TBM managers have a high level of knowledge about the purpose of their establishment, know the vision of the TBM mission, know the conditions of low interest in reading

society, know how many people need TBM growth, know the many roles of TBM, and need to develop TBM, know what the benefits of TBM are, Anyone who targets TBM, knows and has a positive attitude about services that must be given professionally, arranges books, arranges space, systems for borrowing books, administration, planning, and how to develop TBM, and making TBM program programs to attract community interest. They have the skills to organize books, do administration. Having a positive attitude towards visitors to TBM, motivates visitors to always actively borrow books. TBM from the Foundation has a commitment to generate and increase public interest in reading. The commitment was stated and applied to real action. The commitment they have is a promise to the manager himself to educate and create a reading culture and love to learn. The tangible manifestation of the promise is the existence of a program to encourage people to be attracted to TBM such as the existence of competitions especially for early childhood such as storytelling programs, coloring pages, interest and talent competitions. They also have the ability to cooperate with other parties such as the Ministry of Education, printing, local officials such as the RW, and the kelurahan, as well as teacher teachers. As a foundation, TBM managers work professionally. The quality of work is prioritized in accordance with the demands of the TBM, namely working according to the planned and program that has been set. Work by upholding the working concept to educate and educate the community In TBMs that are integrated with the PAUD school, the management still does not understand further how to manage TBM properly. The manager does not have much knowledge about the importance of TBM, how the benefits of TBM in the community are how much influence TBM will have on early childhood. If you know they are still far from applying it. The attitude towards visitors is not positive, in this case visitors only look for themselves if they want to read, the book is arranged not in accordance with TB standards to attract reading interest. The book is put in a closet, so the book cover is not visible. The number of books is minimal and does not vary. Book and administration management is not considered. There is no attitude to motivate visitors. Attention to visitors in this case the parents of students who are waiting for their children in accordance with the concept of establishing TBM in PAUD schools to fill their spare time with the mother and cultivate reading is not seen. So that the intensity of borrowing books is very minimal, plus the books provided do not reflect the high demand for borrowing books. TBM in PKBM is one of the non-formal / community education programs to cultivate people who love reading. As one of the programs in the Community Learning Activity Center, this TBM supports programs A, B, and C, as well as Functional Literacy programs, and programs. Life Skill. Thus the books in TBM are very useful and as a learning motivation tool for students who participate in the three types of programs. Efforts made by community park managers in increasing public reading interest are by non-learning and learning efforts, non-learning efforts in the form of improving the quality of TBM, including improving services, facilities and infrastructure, book collections, and quality and quantity of human resources. Medium learning efforts include socialization activities and development programs, namely coaching programs for equality of

learning for citizens and skills training programs for citizens of the general public.

Table 2: Performance of Community Reading Parks in Palembang

<i>TBM Performance Indicator for</i>	<i>Foundation</i>	<i>Paud</i>	<i>PKBM</i>
Knowledge, attitude and skills	Very good	Not good	Good
Attitude	Very good	Not good	Good enough
Skill	Very good	Not good	Good enough
Communication skills and cooperation	Good	Not good	Good enough
Commitment to excellent work	Very good	Not good	Not good enough

3. Discussion

Performance in an organization or institution cannot be separated from employees or human resources who carry out activities in it. Therefore performance is always related to the management and staff of the institution. The performance of managers / staff and / or employees associated with it ideally leads to quality, quantity of work, effectiveness, communication and cooperation, knowledge, attitudes and skills in carrying out tasks. He 5 things as a measure of how a person performs in the institution they enter. The community reading park is an institution that moves in non-formal education to help the government in terms of cultivating the reading interest and intelligence of the nation. TBM serves the community by providing books that are needed by all people and for all ages and layers. It is this manager or manager who runs the TBM performance wheels. The slow pace of development of TBM is also determined by human factors as managers. The quality of manager's work can be indicated by a series of knowledge about the work undertaken, awareness and responsibility, enthusiasm and commitment in work, and work actions that are demonstrated by the ability to work effectively. Community reading parks are one of the institutions that carry out non-formal education. Community reading parks as a place where people learn, add insight, knowledge and skills. Community reading parks provide books including books that are needed by the community and according to the interests of the talent and background of the visitor.

Knowledge of something is the basis for someone behaving and having skills. Before someone understands something that will be done, someone needs to know more and understand what will be done so they can determine the steps and develop a plan with the goals to be achieved. The community reading park manager from the foundation has excellent knowledge, attitudes and skills about the reading garden, communicates and collaborates with the relevant parties so that the program is implemented and commitment to the work / institution. By developing the concept of educating the nation that is manifested by the management of the park as the basic goal of the foundation. Knowledge that has been owned and understood by the manager becomes the provision of aspirations to be willing, committed to carrying out the task well. Attitude is the tendency of people to behave. A positive attitude is

important for the manager to have which will be reflected in the willingness to serve the community.

Managers are willing to devote themselves to serving the community in this case visitors. Willingness of time, energy, thoughts, material, and more to encourage people to love reading and love to learn. With the knowledge of reading parks, it is easier to bring up willingness to help TBMs in implementing their daily activities. In Taman B read also requires skills on how to organize books well to attract visitors to touch and read, and even borrow books from TBM. book books according to the rules, and administration. Commitment is a personal promise from someone to do something. This is a high motivation to do the task of managing TBM well. If someone already has a commitment, where there is an opportunity to be used to realize his commitment, in this case educate the lives of people through a culture of learning and echoing in community reading parks. Communication skills are important for TB managers, because they will expand the scope of one's relationships with other parties and facilitate the development of TBM, such as the development of community reading programs. From the ability to communicate, it will facilitate plans to cooperate with other parties, such as government and printing. Printing can provide books needed by TBM at lower prices. In addition to the ability to cooperate, the availability of books varies and the number of copies is sufficient for the TBM standard.

Good aspects of service in community reading parks can increase people's reading interest. The community needs to learn, but the learning and reading needs are also influenced by how the service is done. If service is good, the motivation and learning motivation also increase. Based on the results of research conducted by (Sujarwo 2015), the service of the Al-Amin TBM program in Karangsono Trenggalek Village is effective and efficient. After the regional language-based TBM service, which consists of reading services and circulation / loan services. and people's reading interest consists of: 1) reading needs, 2) the need to look for reading and, 3) interest in reading.

TBM services are an important part of the performance aspect. Managers who perform good servants show good performance. In a study conducted by Wika Unun Safitri (2013), it was concluded that the efforts made by community park managers in increasing public reading interest were non-learning and learning efforts. Non-learning efforts, namely improving the quality of TBM, include improvements in services, facilities and infrastructure, collection of books, and quality and quantity of human resources. Medium learning efforts include socialization activities and development programs, namely coaching programs for equality of learning for citizens and skills training programs for citizens of the general public. Research conducted by Adi Candra, (2018) shows that community needs for the establishment of TBM are indicated by the need for types of books to be read, non-formal places to read and study with flexible time rules, and a conducive learning environment so that interest in reading can be generated through TBM. In TBM the community can meet to meet their needs for science and skills and need to open their minds. Community reading parks can generate

reading interest if the management of TBM is carried out properly so that it attracts public attention. The results of the research conducted by Anisa (2018) show that reading interest in elementary school-age children is very high. This includes aspects, namely: attention and awareness to read, children's interest in reading, feeling happy children in reading, use of time by taking time to read, follow-up by following up from books that are read by telling other friends. From the results of this study indicate that reading interest is high in community reading parks, not stand alone but this can be grown and maintained for the good performance of TBM managers themselves. Very high reading interest will be difficult to obtain from TBM in Paud, because the managers do not carry out the duties as a manager properly. The manager does not have a positive performance in his TBM, because TBM is left as it is without management efforts.

4. Conclusion

From the results of research and discussion, it can be concluded that Community Reading Gardens have many different performances. TBM performance indicators include: knowledge, attitudes and work skills; effectiveness, commitment, communication and cooperation. The performance of TBM originating from the foundation has very good, they have knowledge, attitudes, and skills in managing TBM, and work effectively, and can communicate and develop cooperation. The performance of TBM from the Paud school has a poor performance. The management does not carry out the task, because the management structure does not exist, there is no automatic TBM management program. The performance of TBM in the PKBM program has a good performance in the category. For this reason, it is recommended that TBM managers from PKBM and from PAUD schools need to be given conceptual knowledge about the functions and objectives and roles of TBM for the nation's intelligence, as well as enlightenment of tasks and management functions. Besides that it is very important that TBM administrators are given training on how to manage TBM properly.

References

- [1] Gunarty, dkk.,2010. Taman bacaan masyarakat kreatif. Insan Cendikia. Surabaya.
- [2] Sutarno, NS, 2006,Perpustakaan dan masyarakat. Jakarta: SagungSeto.
- [3] Tony Simbolon., 2013, Baca pengembanganbudayamelalui perpustakaankomunitas(TBM) Direktoratpembangunaninfrastruktur Direktoratpendidikanumumpendidikananakusiadini, pendidikan non-formal dan informal dandepartemenbudaya
- [4] DirektoratPendidikanMasyarakat,2009,Taman BacaanMasyarakat: Pedoman Penyelenggaraan. Direktorat Jenderal Pendidikan Nonformaldan Informal: DepartemenPendidikanNasional.
- [5] Kompas, Nadlir, M. 2018 perhari-rata-rata-orang-indonesia-hanya-baca-buku-kurang-dari-sejam (<https://nasional.kompas.com/read/2018/03/26/14432641/per->
- [6] Saepudin, 2017. Peran Taman BacaanMasyarakat (Tbm) BagiAnak-AnakUsia Dini. Jurnal Kajian Informasi dan Kepustakaan. Vol.5, No.1 (2017) <http://jurnal.unpad.ac.id/jkip/article/view/10821>. Diunduh 12 Oktober 2018
- [7] Weni Prestanti, dkk.,2013, Pemanfaatan Taman Bacaan Masyarakat Sebagai Sumber Belajar Bagi Masyarakat Di Kabupaten Semarang. file:///C:/Users/10/Downloads/1013-Article%20Text-1982-1-10-20130228%20(8).pdf Diunduh 30 Oktober
- [8] Sutarno, NS, 2008,Membina perpustakaan desa. Jakarta: SagungSeto, Scientific Journal of Vision Educators , (PTK - PNF). Vol. 2, No. 2
- [9] Zainal Arifin, 2016, Peran Taman Bacaan Masyarakat (Tbm) Mata Aksara Dalam Menumbuhkan Minat Baca Masyarakat Tegalmending, Sleman, Yogyakarta <http://journal.student.uny.ac.id/ojs/ojs/index.php/pls/article/viewFile/1062/946>. Diunduh 14 Oktober 2018
- [10] Nur Listiawati,(2010) Kondisi Lima Taman Bacaan Masyarakat (TBM) di Tangerang dan Bandung dalam Upaya Meningkatkan Minat Baca Masyarakat. Jurnal Pendidikan dan Kebudayaan Vol 16, No.1 <http://jurnaldikbud.kemdikbud.go.id/index.php/jpnk/article/view/427>.Diunduh 10 Oktober 2018
- [11] Jene,O2013. Peran Taman BacaanMasyarakatDalamMenumbuhkanBudaya Baca Anak Di Taman BacaanMasyarakat "Mortir" Banyumanik-Semarang.Jurnal Ilmu Perpustakaan Vol.2. No.2 <https://ejournal3.undip.ac.id/index.php/jip/article/view/3101>. Diunduh 22 Oktober 2018
- [12] Sujarwo, 2015, Analisis Pelayanan Taman BacaanMasyarakat (Tbm) Al-Amin Berbasisbahasa daerah untuk meningkatkan minat bacamas yarakat di pkbm al-aminkarang sokotrenggalek. J + Plus Unesa <http://jurnalmahasiswa.unesa.ac.id/index.php/jurnal-pendidikan-luar-sekolah/article/view/14229> Diunduh 9 Oktober 2018
- [13] Darmawan, 2016. Efektivitas Taman Bacaan Masyarakat (TBM) dalam Meningkatkan Motivasi Membaca Masyarakat di PKBM Ceria. Jurnal Transformasi, Vol.2 No.1 Edisi Maret 2016. file:///C:/Users/10/Downloads/727-1378-1-SM%20(1).pdf. Diunduh 3 November 2018
- [14] Mamun AA, Rahman KA. (2013). Non-formal Education in Improving Quality of Life of Underprivileged Children. Journal of Education and Learning. Vol. 7 (1) pp. 11-20.
- [15] Wika Unun Safitri, 2013, Upaya Pengelola Taman Bacaan Masyarakat Dalam Meningkatkan Minat Baca Masyarakat Di Skb Kersana Kecamatan Kersana Kabupaten Brebes). Journal Of Non Formal Education And Community Empowerment [Http://Journal.Unnes.Ac.Id/Sju/Index.Php/Jnfc/NFECE](http://journal.unnes.ac.id/sju/index.php/jnfc/NFECE) 2 (2) (2013)
- [16] Adi Candra, 2018, Identifikasi Kebutuhan Masyarakat Terhadap Pendirian Taman Bacaan Masyarakat Di Desa Tanjung Seteko Kecamatan Indralaya. Vol 2 No 2 (2018): Article in Press <https://journal.unnes.ac.id/sju/index.php/jnfc/article/view/27481>

- [17] Anisa Rizky Ramadaniah, 2018. Minat Baca Anak Usia Sekolah Dasar Di Lingkungan Taman Bacaan Masyarakat Jayanti Palembang Vol 2 No 2 (2018): Article in Press <https://journal.unnes.ac.id/sju/index.php/jnfc/article/view/27481>
- [18] Baird, L. (2006). *Managing performance*. Boston, USA: John Willey Inc
- [19] George, M., & Jones, R. (2005). *Understanding and managing organizational Behavior*. New Jersey: Upper Saddle River. pp: 36,64
- [20] Keban, T. Yeremias, 2004, . Enam dimensi strategis administrasi publik, konsep, Teori dan isu, Gava media, Yogyakarta
- [21] Eugene F. McKenna, Nic Beech, 2013 *Human resource management: a concise analysis*, 3rd edition, New York :Pearson.