Effect of Social Economics to Reading Interest Learning Programs of Equal Education Programs

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ABSTRACT

Education program student reading interest in equality continually Community Learning Center is classified as low, only eight per cent of the total 50 people who borrow books in the community Reading Park each. But now the government is trying to the community reading interest through various programs. This research aims to measure the effect of social variables the economy of reading interest students education program in equality continually community learning center. Data analysis techniques used is multiple regression analysis with data processing using SPSS for windows version 20. The research population is all students education equality in the Community Learning Center continually by using saturated samples as much as 50 people. The data collected using the questioner that contains 29 items related questions with the socio-economic and reading interest. The results of the study showed that the social economic influence a positive and significant impact on the reading interest study citizens equality education program in a Community Learning Center continually. Social economic variables can explain 58.8% from the factors that affect the reading interest.

INTRODUCTION

According to the survey of the United Nations Education, Scientific and Cultural Organization (UNESCO) in 2012, low interest in reading in Indonesia, evidenced by an index reading of Indonesian society only 0.001 (one thousand inhabitants, there is only one person who still has a high interest). While the average reading index in developed countries ranges from 0.45 to 0.62. For the ASEAN region itself, Indonesia ranks third bottom or above Cambodia and Laos (www.republika.co.id). Other data, according to
the study results "Most littered Nation in the World" by the Central Connecticut State University (March 2016), Indonesia was ranked 60 out of 61 countries a matter of interest in reading. And based infrastructure, Indonesia at number 34 over Germany, Portugal, New Zealand and South Korea (www.edukasi.kompas.com).

The low interest in reading societies greatly affects the quality of the nation, either directly or indirectly. It is urgent that today many people are easily provoked without analyzing the problem in its entirety. Based on the assessment Program for International Assessment of Adult Competencies (PIAAC) in 2016 showed very poor results. Of the 34 countries members of the Organization for Economic Co-operation and Development (OECD) on the ability of numeracy, literacy and problem-solving skills of its respondents society today, it appears that Indonesia is ranked last. The assessment shows the ability of respondents in the ability to capture messages and seek important information in a simple sentence at the level below 1 (with a scale of 1-5 values). Indonesia became the country with the ratio of the worst reading adult from 34 countries. Even respondents who have completed college, have lower literacy skills than the skills of Greece and Denmark ordinary citizens who just graduated from junior high school level.

As a unit of non-formal education which organizes the learning process, Community Learning Center (CLC) has a significant role in creating a learning society throughout life (lifelong learning society) and developing a reading culture in society with Community Library (TBM), which is also owned by PKBM as a means of supporting the teaching and learning process. Kamil (2009: 33) defines PKBM as an educational institution developed and managed by the community and held outside the formal education system both in urban and rural areas with the aim to provide learning opportunities to all levels of society so that they can build themselves independently so that it can improve the quality of his life. So from this definition, PKBM acts as a place of learning of the community to various knowledge or skills by utilizing the facilities, infrastructure and potential that exist around the environment (village, city), so that people have skills that can be utilized to improve the standard of living.

The low quality of human resources in Indonesia is caused by the number of drop out rates at the primary and secondary education levels. So in accordance with its function and role, PKBM can organize equivalency education program to become one of education alternative for people who drop out or intentionally choose non-formal education path. When non-formal education is used as a strategy for community development and development, PKBM appears as one of the containers in realizing integrated education and skills programs with the life and needs of the community, whether government programs or programs initiated by the community itself.

PKBM An-Nisa as one of the center of community learning activity in Petir sub-district, Serang regency of Banten province, which is engaged in non-formal education, since 2009 has held equality education program. Supported by supporting facilities and infrastructure as a unit of education providers and supported by Community Reading Garden (TBM) which helps residents learn to meet the needs of education and reading materials. However, there is an indication that the residents studying at PKBM An-Nisa have low reading interest, this is evident from book lending activities and visits in TBM that only three to four people visit and borrow books for one month. Whereas the number of residents studying in PKBM An-Nisa as many as 50 people which means the percentage of cultivation and borrowing books only 8%.
People's reading interest is influenced by several factors, Sudarsana (2014: 1.7) explains that there are generally two factors, internal factors or something coming from within, such as concentration of attention, curiosity, motivation and needs. Next is the external factor, which is something that comes from outside the self, such as encouragement of parents, encouragement of teachers and peers, facilities and infrastructure, and environmental conditions. The same thing also conveyed Nurhadi (2001: 13) that interest in reading is influenced by internal factors, among others: interaction, attitude, motivation and minute. While external factors can be a means of reading, reading text, learning environment, socio-economic background factors, customs and reading traditions.

Devarajan (1994) mentions that socio-economic factors greatly influence in improving students' reading interest. It is also specifically Yusof (2010) in his research to analyze that family income factors, parental education level, parents' encouragement to read and the state of the home environment have an effect on reading interest. It is also confirmed by Hung and Marjoribanks (2005) that family socioeconomic factors can not be ignored while discussing a social phenomenon. Family background is an important factor determining the success of children in learning as well as reading habits.

On the basis of previous thought and study, the researcher assumed that the socio-economic factors become the factor that strongly influences the reading interest of the community, especially in the learning of equivalence education program at PKBM An-Nisa Petir Sub-district, Serang regency of Banten Province.

METHODS

This research uses quantitative approach with descriptive method. Descriptive research is a form of research that is intended to describe the phenomena that exist, both natural phenomena and man-made phenomena. The phenomenon can be the form, activity, characteristics, changes, relationships, similarities, and differences between phenomena with one another phenomenon (Sukmadinata, 2006: 72). Descriptive research is a study that attempts to describe and interpret something, such as existing conditions or relationships, opinions developing, ongoing processes, effects or effects, or on ongoing trends. Sudjana and Ibrahim (2004: 53) suggests that descriptive research methods with a quantitative approach used when aiming to describe or explain events or an event that occurs at the moment now in the form of meaningful numbers.

In this study, the authors place the socioeconomic as the independent variable (X) and the reading interest of the community as the dependent variable (Y), as in the following figure:

![Figure 1. Research Model](image)

Operational variables in this study are grouped into two categories of variables, namely independent variables and dependent variables.
The population in this study is the citizens of learning equality package B and package C, which amounted to 50 people with details of 20 people studying B package residents and 30 people studying package C. The sample used in this study is a saturated sample, which means the determination of the sample when all members of the population are used as samples (Sugiyono, 2011: 68). This means that the entire population used as a source of data as many as 50 people of citizens to study equality education in PKBM An-Nisa District Petir Serang regency of Banten Province.

1. Technique of collecting data in research using closed questionnaire which have possibility about socio-economic influence to reading interest of society to citizens learning equality education at PKBM An-Nisa Desa Seuat Petir District Serang regency of Banten Province. Questionnaire / questionnaire containing 29 item question, which before disseminated to the respondent, tested the validity of the results show the value of r count every indicator of socioeconomic variables and public interest reading is greater than r table, so it is declared valid and can be used as a variable measuring tool. Furthermore, the reliability test used to determine whether the questionnaire is used trustworthy and reliable as a measuring tool variabel. Reliabilitas an indicator or questionnaires can be seen from the value of Cronbach's alpha (α), i.e. when the value of Cronbach's alpha (α) greater than (> 0.60) makaindikator or kuesioner is reliable, whereas if the value of cronbach's alpha (α) is smaller (< 0.60) then the indicator or questionnaire is not reliable.

The hypothesis in this study are:

With the research hypothesis as follows:

Ho: There is no significant influence between socioeconomic to reading interest of citizens learning to education of equality.
Ha: There is a significant influence between socio-economic interest in reading citizens of citizens learning equality education.

Data analysis techniques in this study using correlation analysis and regression analysis. Correlation analysis is used to know about the interrelationship between variables in a study and show strong or weak relationship between these variables and also shows the direction of correlation. While the regression analysis used to predict the dependent variable (Y) if the independent variable is known. Data processing tool using SPSS for windows version 20.

RESULTS AND DISCUSSION

Normality test dilakukan to know that the data is distributed with normal, the following results with SPSS for windows version 20:

| Table 2. Normality Test (One-Sample Kolmogorov-Smirnov Test) |
|---------------------------------------------------------------|
| **Unstandardized Residual**                                   |
| **N** 50                                                      |
| **Normal Parameters**                                         |
| **a. Test distribution is Normal.**                           |
| **b. Calculated from data.**                                  |
| **Mean** 0E-7                                                 |
| **Std. Deviation** 4.3057991                                  |
| **Most Extreme Differences**                                  |
| **Absolute** 0.077                                             |
| **Positive** 0.077                                             |
| **Negative** -0.056                                           |
| **Kolmogorov-Smirnov Z** 5.46                                 |
| **Asymp. Sig. (2-tailed)**  0.926                             |

Based on table 2, it is known that the value of significance of 0.926 is greater than 0.05, so that the data held normally distributed.

Correlation analysis is done to find out the closeness of relationship between two variables and to know the direction of relationship happened. Using Product Moment Pearson, the following test results correlation between socioeconomic variables and public interest reading variables with SPSS for windows version 20:

| Table 3. Correlation Test                                    |
|--------------------------------------------------------------|
| **Correlations**                                             |
| **Social_Economy**                                           |
| **Interests_Read**                                           |
| **Social_Economy** **Pearson Correlation** 1,767 **`**      |
| **Sig. (2-tailed)** 0.000                                     |
| **N** 50                                                     |
| **Interests_Read** **Pearson Correlation** 0.767 **`**       |
| **Sig. (2-tailed)** 0.000                                     |
Based on table 3, the correlation (r) obtained correlation between the socioeconomic with the reading interest of the community is 0.767. Sugiyono (2012: 184) provides guidance to interpret the correlation coefficient that the coefficient interval that lies between 0.60 - 0.799 entry in the level of strong relationship. That is, there is a strong relationship between the social economy with the interest of reading the community. While the direction of the relationship is positive because r is positive, meaning the higher the socioeconomic, the more increasing the reading interest of the citizens studying in PKBM An-Nisa.

Regression analysis is used to predict the socioeconomic variables (X) that are influenced or based on the causal relationship to the variable of reading interest of the community (Y). Here are the regression analysis results:

**Table 4. Model Summary**

| Model Summary a | Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-----------------|-------|----|----------|--------------------|----------------------------|
|                 | 1     | .767* | .588     | .579               | 4.35000                    |
| a. Predictors: (Constant), Social_Economy |
| b. Dependent Variable: Interests_Read |

Based on table 4, the number of R square or coefficient of determination = 0.588, this means that 58.8% variable interest in community reading can be explained by socioeconomic variables, while the remaining 41.2% influenced by other variables.

**Table 5. Test F**

| ANOVA a | Model | Sum of Squares | Df | Mean Square | F | Sig. |
|---------|-------|----------------|----|-------------|---|------|
|         | 1     | Regression     | 1  | 1295.638    | 68.471 | .000 b |
|         | Residual | 908.279   | 48 | 18.922      |     |      |
|         | Total  | 2203.916     | 49 |             |     |      |
| a. Dependent Variable: Interests_Read |
| b. Predictors: (Constant), Social_Economy |

Based on table 5, it is known that F arithmetic = 68.471 with a significance level of 0.000 <0.05, then the regression model can be used to predict the reading interest of the community.

**Table 6. Test t**

| Coefficients a | Model | Unstandardized Coefficients | Standardized Coefficients | T | Sig. |
|----------------|-------|-----------------------------|---------------------------|---|------|
| B              |       | Std. Error                  | Beta                      |   |      |

Based on table 6, the correlation is significant at the 0.01 level (2-tailed).
Based on table 6, it is known constant (a) is 4.620 and the socioeconomic value is 0.697, so the regression equation is:

\[ Y = 4,620 + 0.697X \]

Results from t arithmetic = 8.275 while t table = 2.0106 or t count > t table, so Ho is rejected and Ha accepted. This means that socio-economic positive and significant impact on reading interest of citizens learning equality education in PKBM An-Nisa District Petir Serang regency of Banten province.

CONCLUSION

Based on the results of the discussion, it is concluded that: (1) Socioeconomic influence positively and significantly to reading interest of citizens learning equality education in PKBM An-Nisa. (2) Socioeconomic variable can explain 58.8% from factors influencing reading interest of citizens learning equality education in PKBM An-Nisa, while 41.2% explained by other factor.

Since socio-economics has a considerable influence on the interest of community reading, it is necessary to participate parents and family members in creating a conducive atmosphere and support the creation of a learning climate. Reading interest should be instilled early on to be entrenched. The need for support of various stakeholders in creating conditions that support to increase reading interest.

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