Development of guided reading-based village library services and its implementation

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ABSTRAK

Pendahuluan. Permasalahan yang dialami Perpustakaan Desa saat ini cukup kompleks, meliputi hampir semua aspek penyelenggaraan perpustakaan. Sebut saja, misalnya, belum dikenalnya fungsi dan kegiatan perpustakaan desa sebagai pusat sumber belajar bersama. Kebutuhan masyarakat akan sumber informasi belum sepenuhnya bisa dipenuhi. Masalah lainnya adalah aspek sumber daya manusia yang mengelola perpustakaan belum memadai; layanan perpustakaan belum bervariasi; jumlah koleksi perpustakaan belum mencukupi; kurang promosi; perabotan dan perlengkapan perpustakaan belum memadai; jaringan internet belum bagus; dan kurangnya dukungan pemerintah setempat. Penelitian ini mengambil peran sebagai rintisan fasilitasi dilakukannya sistem layanan membaca dan mengimplementasikan hasil bacaannya melalui fasilitasi dan pendampingan.
Metode Penelitian. Metode yang digunakan adalah diskusi terfokus dan pendampingan implementasi hasil membaca, yang masih dalam lingkup *Participatory Research Appraisal*.
Data analisis. Banyaknya peserta 15 orang. Mereka sekaligus berperan sebagai informan dan sumber data penelitian. Mereka semuanya merupakan penduduk pedesaan di kabupaten Ciamis. Data tambahan diambil dari hasil observasi langsung ke sejumlah perpustakaan desa di Jawa Barat.
Hasil dan Pembahasan. Hasil penelitian menggambarkan bahwa belum semua anggota masyarakat di pedesaan mengenal dan mendayagunakan perpustakaan desa.
Kesimpulan dan Saran. Setelah dilakukan kegiatan penelitian ini, peserta kegiatan berharap agar kegiatan usaha berbasis membaca buku Teknologi Tepat Guna, bisa dilanjutkan ke praktek usaha yang sesungguhnya.

Kata kunci: Perpustakaan desa; Layanan perpustakaan; Masyarakat pedesaan; Pendampingan membaca

ABSTRACT

Introduction. The role of village libraries as resource centers are not widely known by the community. The village libraries have varying weaknesses in aspects of a library. The problems are the lack of human resources; less library services and promotion; insufficient collection; inadequacy of library furniture and equipment; unstable internet network; and lack of local government support. This study was a pioneer in facilitating the reading service system to support implementation of reading materials. This system was developed by village libraries through guided reading techniques.
Data Collection Method. This paper used *Participatory Research Appraisal* to guide the data collection process involving 15 participants.
Analysis Data. The participants were rural people living in West Java, Indonesia. Additional data were obtained through direct observations in seven village libraries in West Java. Data from informants were compiled and categorized according to their comparative aspects. The result is sequential activity design in accordance with PRA
Results and Discussions. The results showed that village libraries were not being recognized and utilized by members of the rural community.
Conclusions. They expect that the entrepreneurship activities of reading efficient technology–based books are supported by actual business practices.

Keywords: Village libraries; Library services; Rural community; Guided reading

A. BACKGROUND

Indonesia has been an independent country for more than 72 years. It has experienced colonization by the Dutch and occupation by the Japanese. However, the independence has not been thoroughly enjoyed by all the people as various inequities still occurred in the people's social lives and livelihoods. Furthermore, the group of people categorized as affluent is able to control the facilities of life and livelihood; on the other hand, the reverse transpires as approximately 28 million people are still living below the poverty line of which more than half of them are living in the rural areas. (Indonesian Central Statistics Agency/BPS 2017).

The BPS reported in more detail that the number of poor people in Indonesia in September 2016 reached 27.76 million people or approximately 10.70 percent of the total population. (BPS 2017. Monthly Economic Data of February 2017. BPS ISSN: 2087-930X Link: http://www.bps.go.id. Accessed on 27 March 2017). Interestingly, this data reported that most of the poor were living in rural areas. In September 2016, according to the same source (BPS), the poor living in rural areas was 62.24 percent of the total number of the poor, while in March 2016 it was 63.08 percent. This condition illustrates that the countryside is still confronted with a lot of development issues that has been driven by the state. Kompas.com (2016) reported that West Java is the highest ranked province with poor people living in rural areas of Indonesia. Considering this context, the problems of human development in Indonesia occur in the rural areas; however, it does not mean that urban areas have no problems though the priority of development is still in the rural sector. The population and rural communities need to be in proportion with the overall development implementations, especially for people who are less fortunate in reaching appropriate livelihoods (i.e. the poor rural community). Actually, it is exacerbated by the fact that there are still numerous children who dropped out of school. *BUKU DATA of PAUDNI* (2013) reported that the Junior High School (SMP) dropout rate in West Java reached 75,416 in 2009, 31,282 in 2010, and 23,903 in 2011.

Meanwhile, data of Senior High School (SMA) dropout are 14,920 in 2009, 21,265 in 2010 and 3,062 in 2011respectively. In addition, data of Vocational School (SMK) dropout are 28.128 (2009), 11.105 (2010), and 1.902 (2011) respectively.

Moreover, results of direct observations in the Southern region of West Java during the last 40 years have shown no significant development on the reality of the village people's social life, except on the aspect of income disparity which is inflicted with an unstable increase. Many people are relatively successful in managing their income but most of them seem to be stumbling and failing to adapt to the modern era. The number of poor people seems to increase compared to the number in the previous year. For example, more than half of the number of population in a village in Ciamis District is categorized as poor people.

Actually, West Java has the potential for developing education facilities which are still inadequate to extensively support the increase of knowledge of the people, especially of the poor. For example, in 2013, West Java has already established 1.222 Community Reading Corners (TBM) and 26 Smart Homes (RUMPIN) in 5.295 villages (Buku Data PAUDN 2013, 2014).

Diverse parties, government and private sectors, together with individuals have joined in the endeavor to reduce rural poverty. Recently, the government sector has conducted infrastructure development programs. The roads and other physical developments have been improved, however the implementation of such physical development is not supported by the enhancement of human resources, especially for those included in the rural poor. Apparently, they do not enjoy the above mentioned development results. Moreover, the private and individual sectors have actively played a role in the implementation of rural development such as building malls and modern shops, developing businesses, and other commercial activities in villages. These conditions are alleged to be less beneficial to the people living below the poverty line.

This study aimed to examine and simultaneously provide practical solutions to

the livelihood issues of the poor families who had various types of odd jobs. This study used the approach of a guided reading based model and implementation of the reading results. This model was initiated by the village library and other libraries to develop service variations to the wider community, especially the poor.

B.   LITERATURE REVIEW

The first literature is the result of research by Alam and Sabir (2012) with the theme: Role of Participatory Rural Appraisal in Community Development". The study indicates that PRA is one of the most appropriate approaches for the identification of community problems and for understanding the socio-economic and cultural aspects of the community". Meanwhile, the next literature is the result of research conducted by Yusup and Komariah (2014), with the theme "Health information seeking and use among rural underprivileged families in West Java, Indonesia", resulting in findings that the main need for information for the underprivileged people in rural areas includes food, clothing, shelter, health, and education. The first basic need, namely food, is absolute. Eating can't wait, while others can later. Meanwhile, other literature is the result of research by Yusup, Subekti, and Rohanda, (2016) with the theme "Contextual analysis of the rural underprivileged experience in relation to limitations of livelihood information access". The results of the study show that those people's sources of information are mainly from direct relations with relatives, close neighbors, and from fellow workers of the same field. Information and sources of information that come from formal elements, such as from the government sector, are almost never used.

The next literature is American Library Association (ALA) (2016) in the "New ALA report highlights libraries as engines of entrepreneurship", suggesting that people of all ages and backgrounds come to libraries to transform new business ideas. Meanwhile, Urban Library Council (ULC) (2019) stated that "public libraries are uniquely equipped to support entrepreneurship as drive of local economic health and ensure equal access to the

foundations of entrepreneurial success". Furthermore, Wapner (2016) stated that "libraries meet the needs of aspiring entrepreneurs of all backgrounds. Libraries and the public and private sector actors are engaged in advancing entrepreneurship".

The next literature is the DISPUSIPDA JABAR study (2016), with the theme "Study of the reading culture of West Java people in 2016". One result that stands out the most is that almost all economically well-established families in West Java have books with varying amounts in their houses. Meanwhile, families who are classified as underprivileged, in general, do not have books and other reading material at home. While the next literature is a study by Uyu Wahyudin with the theme "Eco-cultural Background Entrepreneurship Training for Empowering Rural Underprivileged People". The result is eco-cultural aspect for the empowerment of underprivileged communities in rural areas should focus on the formation of a community mindset from workers to creating jobs" (Wahyudin, 2012: 55).

As is well known, the rural underprivileged people will less likely to look up literatures to seek information and sources of information related to their livelihoods. They do not know what is in literatures because their scope of knowledge regarding books and appropriate technology is very limited. In fact, "economic prosperity, is ultimately driven by technological innovation" (Verhulst (2013). By looking at conditions like this, the proper literatures come to them instead. In essence, they need to be served by being accompanied by a team facilitated by literatures. (American Library Association, 2012).

C.   METHODOLOGY

The method used in this study was guided reading and implementation of reading results. This method is part of the Participatory Research Appraisal (PRA). The concept of PRA essentially consists of conceptual frameworks, principles, ideological values, visions to be achieved, and also methods which can be used to apply the thoughts on participation and community empowerment in various aspects,

especially economy, politics, health, and education (See Djohani, 2003; Adimihardja and Hikmat, 2003; Alam and Sabir, 2012; and Waniganeththi, 2017).

Several kinds of activities on research, development, and implementation of activities programs used the PRA principles, namely *participatory rural appraisal; participatory research and development; participatory rapid appraisal; participatory planning and assessment; participatory learning methods; participatory action research; participatory learning and action* (Adimihardja and Hikmat, 2003).

Furthermore, PRA is more a practical technique in the field which appears in the form of activities it emphasizes. For example, there are those who prioritize facilitating practices, some others highlight the aspect of community participation in programmed activities, and there are also who put more emphasis on data collection techniques for preparing research reports for development purposes. Moreover, this study used PRA principles in the form of activities of mentoring reading and implementing the results, thus focusing on the learning aspects and real actions.

Meanwhile, the PRA steps in the activities are intended (1) to perform sharing learning activities with the rural poor on business and livelihood of their choice in the village; (2) to hold the planned and programmed discussions with the poor about their life experience; (3) to arrange the visual model development about business techniques; (4) to provide information and share the information sources according to their business interests; and (5) to develop people's business models which generally consist of odd jobs to be more advanced based on the assistant pattern.

In fact, the village library maintains a collection of books on appropriate technology. Moreover, several titles of books were selected, e.g. *How to produce salted eggs and market them*; *How to cultivate 'gourami' seeds*; *How to bake cakes and distribute them to nearby stalls*; and other similar books. The next step was selecting and listing a number of people of the rural poor category. In this study, 15 motivated and determined people were selected to participate in this mentoring program. These 15 participants were considered informants who frequently discussed the program with the research team. The source of data was mostly obtained from these informants, who were residents of the rural area in Ciamis district, West Java, Indonesia. Along with the implementation of the activities of reading-based business assistance services in this study, data from informants were compiled and categorized according to their comparative aspects. The result is sequential activity design in accordance with PRA (Participatory Research Appraisal) steps (Adimihardja and Hikmat, 2003).

Meanwhile, as a comparison to the patterns of village libraries services in West Java, the team conducted direct observations on the following libraries: 1) Library of Lelea Village in Indramayu District; 2) Library of Curug Village in Klari, Karawang District; 3) Library of Binangun Village in Banjar; 4) Library of Kabandungan Village in Sukabumi; 5) Library of Jayaraksa Village in Baros, Sukabumi; 6) Library of Barengkok Village in Bogor City; and 7) Library of Sindangsari Village in Sukabumi. The data obtained from the observations were used for comparing and developing the library service insights on this mentoring-based study.

D. RESULTS AND DISCUSSIONS

Learning with the community. The results from observations on several villages in West Java in 2015 showed, the majority of people are not familiar with the village library. They technically never utilize the facility. In 2016, a study showed that approximately 71 % of West Java residents have never visited any library, including the village library. (DISPUSIPDA JABAR, 2016). They argue that they can afford to purchase books and other reading materials by themselves. This data indicate that only a small number of West Java residents have made use of village libraries, either directly or indirectly. In addition, the data included the utilization of all types of libraries, such as school libraries, college libraries, and public libraries. Meanwhile, the number of visit and utilization

of village libraries is even lower. This fact is different from what was stated by ALA (2016) and ULC (2019) (See American Library Association (2016); Urban Libraries Council (2019); and Wapner (2016), which suggests that libraries encourage and facilitate entrepreneurial activities.

The Law of the Republic of Indonesia Number 43 Year 2007 on Library, particularly Article 3 reads that Library serves as a medium of education, research, conservation, information, and recreation to improve the intelligence and empowerment of the nation. While Article 4 reads that Library means to provide services to its users, increase their fondness to reading, and widen their insight and knowledge to educate the life of people of the entire nation. The contextual meaning in Article 3 and 4 of Law number 43 year 2007 emphasizes explicitly that library, including village library, has roles and functions as facilitator, provider, as well as servant for sources of information to the public. These roles and functions have a positive influence on the learning process of community members of a region. "Library also has activities to improve the quality of life with a variety of activities undertaken so as to create self-sufficiency of citizens and improve their quality of life through a variety of information literacy activities" (Yanto, Anwar, and Lusiana (2017).

Every member of the community, living around the area is allowed to make use of all the facilities provided by the village library. Various types of book collection and other reading materials, both in printed and electronic version can be utilized by all people according to their interest. Furthermore, village residents and community groups who need books and other reading media of information on education and entertainment may read at and borrow from the nearby library. (See Al Barayyan (2015). Thus, community members living around the area can utilize the facility provided by the village library. They can learn with other community members in the library, or borrow books to be read elsewhere.

Related to the presence of library in a village, basically everyone living around the library can conduct learning activities, or share their experiences and knowledge, e.g. about their experiences or their respective livelihoods. Moreover, library administrators could also take advantages from the existence of the community around the library by inviting them to join in the utilization of the library. It was found that 'village library managers and TBM strive to provide collections that are appropriate to the needs of the surrounding community' (Winoto, and Sukaesih (2019:80).

In addition, libraries have numerous books on simple entrepreneurship which can be applied in villages. The library also provides Internet connections for searching sources of information on the community needs, including simple entrepreneurship which can be performed by people without a high education level. Meaning, those who are only from the elementary level are able to choose appropriate books and other reading materials about entrepreneurship. It is essential for the library to find out about the situation of the local community, on the other hand community members living around the library should do the same. They can learn how to cultivate livestock more professionally, and also join various activities guided by the appropriate technology books in the library. This learning process is performed both by the library and the community. The library does not tell the community what to learn; in fact it rather provides mentoring-based library services on entrepreneurship to the community (See ALA, 2016; ULC, 2019; and Wapner, 2016).

The librarians can directly come to the locations in the villages where the less fortunate (economically poor) live and thus, encourage them to empower themselves. It can be conducted selectively, planned and scheduled by the mentoring-based library services for poor members of the community. Furthermore, by using library facilities, the skill-based service from the outcome of book-reading on appropriate technology can be focused more deliberately on entrepreneurial skills for the poor (See Picture 1).

Low socialization of village libraries. According to its history, libraries have existed long time ago. However, until currently, its existence has not been widely known by the public. Apparently, libraries are familiar among people living in urban areas, as people are usually introduced to the library through school. During their study at elementary, junior high, senior high, and college, they have been familiarized with the library and utilized it regularly. Meanwhile, to people who are not educated, the concept of library seems to be unfamiliar and even ignored (Personal Communication).

In general, the presence of libraries has not been widely known, except the types of libraries that are available in educational institutions. In addition, the poor people, especially those living in the rural areas, may not know anything about libraries. They never visited the library, let alone used any source of information or reading material provided by the village library. In fact, the poor do have a very limited knowledge of all aspects. They have limitations of seeking and using livelihood information. They frequently do not obtain information from their social environment and have neither enough knowledge nor skills of entrepreneurship. Moreover, they do not seek sources of livelihood information. They also do not endeavor to read books and other reading materials on appropriate technology and techniques of entrepreneurship (Personal Communication).

Whereas, a lot of collection on appropriate technology and other reading materials are provided there for reference to develop their business. The village library provides a number of books on chicken breeding, duck breeding, catfish farming, quail cultivation, salted egg production, and other books on entrepreneurship. In fact, the books on appropriate technology are very useful for the village population, particularly the rural poor. They can learn about entrepreneurship by following the instructions written in those books mentioned earlier.

Based on discussions in the previous paragraphs, the research team began to test implementations of various service models. Based on the initial step of the PRA (Participatory Rural Appraisal) techniques, the team directly conducted discussions in order to explore and learn together with the community of rural poor. The team initiated a variety of proactive steps for implementing library services with the priority to introduce the benefits of reading books relevant to their livelihoods, particularly the rural poor's. They were provided with guided reading and discussion of books and sources of information on various entrepreneurships that could be conducted in their village.

Furthermore, the scope of experience of the rural poor in the village was very limited. The type and source of information sought and used by them were usually acquired from their neighbors, close relatives, and similar peers. While formal sources of information from the government as well as media based sources of information both printed and electronic were practically never used by them. They seemed to live in a limited society while the business sector on which their lives depended, was also quite limited. Although the village library provided sources of information about entrepreneurship and other sources of ICT for the rural community, the poor did not use them, as they sought livelihood only based on their parents' heritage. If the parents had worked as farmers in the traditional agriculture sector, hence their children would be instantly taught to work like their parents and become farmer as well (Personal Communication).

Data from the field observation showed that almost all people in the poor category never utilized library services. It was in accordance with the absence of library services which was particularly directed to the poor, including to those living in the village. Results from eight village libraries in West Java in 2015 and 2016 showed that the village library still had to make a creative approach to serve the category of poor people. In general, they usually served visitors who voluntarily came to the library. Related to the reality of library services, the research team initiated to conduct a proactive library service

based on mentoring which was mainly targeting the rural poor. Some members from this category were invited to discuss about their odd-jobs, then the team supplied them with books and other reading materials relevant to their type of jobs.

The concept of supply in this study was the provision of collections of books stored on bookshelves which were placed in spots where people usually gathered, such as in schools, business group quarters, and mosques. The team tried this supply method, especially around the area of mosques in Rancaekek, Bandung and Pamarican, Ciamis. In the first three weeks, a large number of people came to read and even borrowed books. However, in the second until the third month, the number of people who came to read tended to decrease. The number of books also became less, meaning that people did not return the borrowed books on schedule (Personal Communication).

Role of the village library. Results of the study conducted by Yusup and Komariah (2014: 1-10) in the rural areas of West Java, illustrated that the rural poor need information to fulfill their basic needs such as food, clothing, shelter, health and education. The first basic need, namely food, is absolute. The stomach cannot wait, while the others can come later. Due to the nature of the poor's basic needs, and in the effort to help them to solve their problems, it would be more beneficial if assistance was directed towards the availability of food. Village libraries and community libraries in the village can assist them through facilitating reading-based entrepreneurship, especially in the type of business associated with the agricultural sector and based on appropriate technology.

In general, libraries were not of much help for finding information and references needed by a wider range of people, particularly the poor. Poor people sought information and references through direct contacts with relatives, close neighbors, and their peers in the same field of work. Information and references officially issued by formal sectors such as the government were hardly used by the poor in villages. Furthermore, public libraries were running their general services; there was rarely a library whose services were particularly targeting the group of poor people in village. This corresponds accordingly to the character of a library: to serve the entire community members regardless of their social status. Whereas, in the study of needs, finding and utilizing information are relevant to the pattern of people's behavior, particularly to the poor; this condition requires that libraries should prioritize its target visitors.

Based on field observations, most of the group of people with relatively well-established socioeconomic levels and relatively high levels of education were able to provide independently sources of information. Generally, they could afford to purchase their own books and reading materials, so they could fulfill their own need for information. The result from a survey on community reading culture conducted by DISPUSIPDA West Java showed that all the respondents, whose education level is at least junior high school and the highest at doctoral level, own various numbers of books in their house. Some revealed that they have countless number of books, while others state, they only have a few i.e. less than ten copies (DISPUSIPDA, 2016). This group regularly visits the library, though they are actually able to provide their own books.

A different situation was found in the village's poor community who were hardly touched by the education facilities provided by the government or any other parties. This group of people, practically never visited any kind of library to acquire information. Related to this situation, the village library or any library located in villages were obliged to conduct proactive services for the people. The libraries should invite them to join in discussions and study groups to increase their knowledge and skills. Unfortunately, there were not many libraries located in villages that performed mentoring-based services. This fact seemed to occur due to the conception of searching and utilizing of information and references was not fully understood by people managing libraries.

Actually, poor people needed information and literature on entrepreneurship relevant to their endeavor to survive in the village however this aspect was not proactively facilitated by the

village libraries. In relation to this situation, the research team collaborated with the village libraries to initiate a direct library model with practical services which focused on conducting discussions, experimentations, delivery services, and book reading on appropriate technology books with mentoring model (Personal Communication).

Library Collection According to the People's Need. Albeit there is an additional provision for the library collections, the collections never reach the group of poor people. This situation occurs generally in college libraries, special libraries, school libraries, and public libraries, including village libraries. This is due to libraries still use the passive service pattern i.e. only serving people who visit the library. The service system of libraries is still unable to reach the group of poor people. Thus, poor people were unable to take full advantage of the library service (Personal Communication).

The result of field observation showed that libraries developed their collection in accordance with the people's need as its potential users, which was shown by the availability of appropriate technology books in almost all types of libraries. However, these books might not reach the group of poor people who needed them most, especially those living in villages. This group of people needed a wide range of printed and visualized books that could be used whether by individuals or small groups who would be actively served with a mentoring system by the library.

In fact, there are indeed several libraries whose service systems are able to reach an extensive group of people, including the poor in villages however, the service system is not particularly addressed to the group of poor people. For example, the Book Drop service system developed by the village library in coordination with the Family Welfare Program (PKK) in Sukabumi district is a service system of book drop to certain locations, e.g. the center for pre- and postnatal health care (POSYANDU). This service system is considered suitable, even though it is carried out without mentoring. Related to the situation, in

their endeavor to establish a service system that would be pro-the poor, the research team in coordination with village libraries conducted a service system that provided mentoring in such as, skill-based implementing service, counseling service to community members, and implementation of the information acquired by the people.

Furthermore, some examples of the implementation of reading and its application service were found in a reading-based business group in Sukamukti village, Pamarican district, Ciamis regency. A group of youth and housewives were trained to bake cakes and pastries, from preparing the ingredients to baking, packing, and selling them to nearby stalls. They were also trained to produce salted eggs that would be sold at traditional markets and nearby stalls. The profits were used to support the income of poor households (Personal Communication).

Moreover, books and other library collections containing simple entrepreneurship that could be developed by individuals in the village, as in the example above, were actually needed and should be provided adequately by village libraries. If the library collection was directed to appropriate technology books, then the next step was to selectively deliver it to the community. The priority for this appropriate technology books was in particular the youth and housewives, so that they could perform productive activities. The task of village libraries is to provide facilities and simultaneously assist the people in implementing what they have read. Additionally, the groups of housewives who are interested in entrepreneurship of salted egg production, for example, the library can collaborate with universities in the region, to conduct entrepreneurship training programs of salted egg production. While, the youth who is interested in carrying out entrepreneurship in the mushroom cultivation sector, for example, can be trained to implement the content of the book about mushroom cultivation, besides the library can also ask academic assistance to be their reference.

Moreover, another type of collection needed by village libraries was the collection on local knowledge systems which were available in books or other media. On the other hand, there were still abundant knowledge systems in the community, which were not documented yet, whereas written knowledge was still randomly scattered. With this situation, village libraries or libraries located in villages could perform the mapping of knowledge systems of people living around the library's location. Then documenting all the local traditional activities, and posting them, both in print or digital media at the local library (Personal Communication).

Currently, local events containing knowledge of local values can be easily documented, for example important events occurring in the community can be recorded through mobile phones, eventually creating a document about one type of local knowledge. The type of information generated through video recording using a mobile phone, for example, can already be stored on CD ROM media, DVDs, flash disks, or other digital media that can be provided by the village library as at present, these types of media are not expensive.

Service Development. The results of direct observation on a number of village libraries in West Java showed that the number of village libraries developing information tracking systems and information sources that specifically targeted the poor was low. In addition, the libraries had still to develop a library service system that could be easily accessed by the poor. However, they still seemed to wait for people visiting the library, instead of organizing activities causing people to visit the library. In this case, libraries should actively conduct socialization of the online search system to the wider community, including the poor in the village (Personal Communication).

Furthermore, village libraries could also implement service techniques on searching information and books which would be useful for the self-development and self-improvement of entrepreneurial skills. In 2015, the research team conducted activities on utilization of appropriate technology books on entrepreneurship and trained reading groups for

business purposes in Sukamukti village, Pamarican District, Ciamis. The result was quite remarkable. Fifteen people were trained to produce salted eggs and various cakes, starting from its preparation, processing, packing, and eventually marketing the products. Currently, this business group still exists, although only eight members are still actively involved in producing various cakes and salted eggs, while the rest are carrying it out only occasionally.

Mentoring Service. Albeit the village library made serious efforts in the provision of books and other information resources, they were almost never utilized by the village poor. This is consistent with the statement that the poor in villages tend to look for and utilize information acquired informally through an interpersonal communication pattern as their information source. Their social environment is limited only to family members, neighbors, and co-workers. Thus, any other person or factor outside those previously mentioned is never considered as an information source.

In line with the facts previously described, further strategic steps could be applied by the nearest library for sustaining the dissemination of information by providing information services based on mentoring. The village library not only ought to provide books and other literacy media but also needed to pro-actively deliver the services to the poor; considering that visiting the library to obtain useful information was not their usual behavior, due to the limited knowledge in the field of literature. In this case, the library needed to play an active role by providing mentoring services. Besides, it was essential that the poor was being mentored by a team facilitated by the village library.

This kind of service can also use other information resources like digital ones. By using the searching capability of the Internet, any kind of information can be obtained. Consequently, the library must provide internet access for library users. Furthermore, the library can also provide special collections according to the characteristics of the society. It is essential libraries provide effective support through reading materials containing basic knowledge of entrepreneurship that might be useful for

reducing the level of unemployment in the region. In addition, they also need to start implementing the mentoring service.

The potentiality of modern library service development can reach extensive regions and large numbers of diverse societies. Moreover, Facebook, Twitter, Instagram, Line, and many other social media on the Internet are now utilized by libraries since they have been institutionalized as their platform of service following today's jargon such as 'virtual library', 'digital library', 'online library', or 'living library' (Verhulst, 2013). Considering the users' perspective that they also need precise and rapid information hence; there are more visitors at a virtual library than a non-virtual one which can be seen from the online library site like the *Online Journal System* which has a visitor's counter widget in it.

Moreover, literacy programs and events that can be applied by the library in order to literate the disadvantaged society by implementing literacy programs and events such as the mentoring service for reading, and providing assistance to library users in practicing the content of books on entrepreneurship.

There were several steps that could be implemented by village libraries in order to develop their kind of services to the local society (Picture 1). In this study, the poor society in the village was the main participant. As described earlier, 15 people registered to the program and were then trained to start building a business. Out of the 15 people, 5 were trained to make cookies, the other 5 were trained to make cakes, and the remaining 5 were trained to make salted eggs. They were trained based on the instructions in the Teknologi Tepat Guna books, and from other kind of resources including the Internet. Then, the products were sold to nearby shops. This program was implemented in Sukamukti village, district of Ciamis regency, West Java in 2015 and 2016. We intend to conduct this program more intensively in 2017, 2018, and 2019.

Although most village libraries have not conducted this kind of service yet, currently, libraries can easily create a particular kind of thematic service such as quick reading training, entrepreneurship training based on book reading, focus group discussion on entrepreneurship, snack production and selling, writing training, drawing contest, speech contest, poem reading contest, cooking contest with recipes from books, etc. The tasks of the library and librarians are not only providing reading materials and information, but also delivering them to the society by conducting mentoring services so that the knowledge gained from books can be practiced.

E. CONCLUSIONS

Based on the data analysis and observation, this research can be concluded that not all villagers are familiar with the village library. There only a small number of people who take advantage of the village library. They are people involved in education like students. However most of the students do not longer use the library since they are able to provide their own source of literature. The disadvantaged society in villages discovers the library just after the establishment of the village library service by the government. This implies, they are ignorant about the existence of libraries. Furthermore, the participants of the study expect that the entrepreneurship program based on Appropriate Technology (Teknologi Tepat Guna) book reading can advance to the real practice of business.

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PICTURE LIST
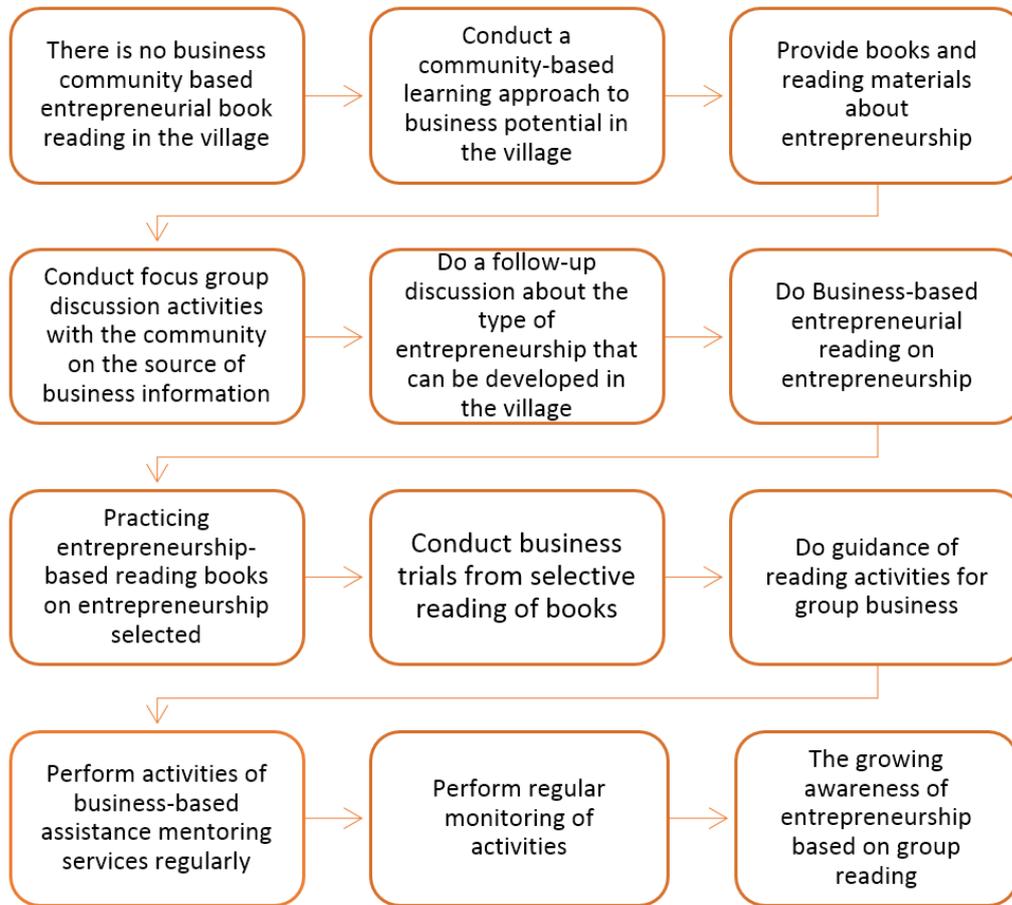
Picture 1. Steps of Reading Service to Build Entrepreuneurship Based on Mentoring