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Nove E. Variant Anna
Faculty of Vocational Studies, Universitas Airlangga, nove.anna@vokasi.unair.ac.id

Dessy Harisanty
Faculty of Vocational Studies, Universitas Airlangga

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Nove E. Variant Anna

nove.anna@vokasi.unair.ac.id

Faculty of Vocational Studies, Airlangga University, Indonesia

Dessy Harisanty

dessy.harisanty@vokasi.unair.ac.id

Faculty of Vocational Studies, Airlangga University, Indonesia

Abstract

This research's objective is to describe the factors that influence children while using public library in Indonesia and Taiwan. In this context researchers will look at five factors (1) psychological variable, (2) demographics variable, (3) role-related variable, (4) environmental variable, (5) source characteristics variable. This research uses descriptive approach by gathering data form respondents. The target population in this research were children in Taiwan and Indonesia. The number of sample is considered to be the same, with 100 children in Taiwan and 100 children in Indonesia, aged 7-12 years old. Of the total respondents, 65% were women and 35% were men, the number was the same among respondents in Taichung and in Surabaya. The majority of respondents are aged 9 and 12 years, as much as 43% in Indonesia, while in Taiwan it is the 10-11 years old age group, with 46% respondents. From the results of the research it can be concluded that the factors that encourage children to take advantage of public libraries include psychological factors in which children in Indonesia and Taiwan both want to increase their cognitive capacity through sources of information provided in the library, there are interesting findings that Taiwanese children are not affected by the distance of the library away from home. The library remains a place worth visiting on weekends.

Introduction

One of the tasks of the public library is as a place of learning and playing for children. Public libraries are also a place for children to develop their talents and creativity through the resources and activities provided in the library. To improve library services for children, public library should understand what the children needs. Chidren's services in public libraries often occupy separate spaces from public and adult services, this is supported by Arrigheti (2001)

who states that child and adolescent services should be separated from adult or public services, enforced own policies related to circulation, and train staff specifically because children and adolescents often gather with friends, do activities, and behave differently from adults.

This research's objective is to describe the factors that influence children while using public library in Indonesia and Taiwan. In this context researchers will look at five factors (1) psychological variable, (2) demographics variable, (3) role-related variable, (4) environmental variable, (5) source characteristics variable.

Literature Review;

In the information behavior model, Wilson (1999) provides an intervention variable where the components of these variables can be used to support or inhibit someone in finding information. The intervention variables include (1) psychology, which consists of life and system of values, political orientation, knowledge, style of learning, emotional variables, attitude towards innovation, stereotypes, preferences, prejudices, self-perception (self-evaluation of knowledge). and skills), interests, and knowledge of the subject, task, information or search system; (2) Demographic variables include sex, age, social and economic status, education and job experience, etc. In his Wilson model separates psychological and demographic variables; (3) Role-related or interpersonal variables encompass job characters, requirements, regulations and limitations; established standards and patterns of behavior (in a particular professional category); the place a person occupies in a whole system of organizations; a typical hierarchy of values; and level of responsibility; (4) Environmental variables, which can be analyzed on a country, local or organizational levels, including legislation, economic situation, level of stabilization, organizational structure of sectors (dependency and competencies), information culture (traditional vs. innovative; individual vs. collective, level of acceptance of inequalities in access to information, IT technology, localization of information sources, type of organization, organizational culture; (5) source characteristics, such as currency of information, appropriateness, and reliability. (Niedzwiedzka, 2003).

In this paper, the researchers wanted to explore the behavior of children in Taiwan and Indonesia when using the library. The library is one of the sources of information that is not only used to borrow books, but also to carry out activities that support the fulfillment of other needs, such as learning, playing, recreation, and social.

According to Wilson (1999), the intervention variable above, if positive, will be a drive for the children to use the library to meet their information needs, but vice versa; if the

intervention is negativ, variable will be an obstacle for children to come to the library. The intervention variable that we examined here is positive, in which where the variable was able to encourage children to use public libraries.

Psychology variables here focus on children's preferences and interests when utilizing public libraries. Furthermore there are demographic variables, where there are data regarding age, gender, parental occupation, and distance from home to the library. The next variable is role-related or interpersonal, a standard and pattern of behavior that is built, which also includes librarians are valued by children in this case. The environment variable is the condition of the library environment, such as facilities. Source is a source of information related to collections and programs owned by the library.

Children's services in public libraries are common services and occupy special spaces specifically designed according to the needs of children. Children's services in the library are expected to be able to develop reading habits and literacy abilities of children, as stated by North (2000). Children's services in the public library must be visible and different from other services (Rankin, 2018). According to the IFLA Guidelines for Library Services to Children aged 0-18 in 2018, it is expected thst the services for children are located on the lower floors and designed as attractive as possible according to the needs of children.

Public library locations are also in places that are easily accessible by users, for example in the center of the crowd. For large areas public libraries usually build branches or expand their reach with libraries that can move. Central public libraries usually depend on large locations and large buildings, considerable collections, longer opening hours, and varied services, and edutainment activities (Galuzzi, 2011). Furthermore, according to Galuzzi, the essence of public libraries is their role as a service desk, more specialized according to users' needs, collection services, information, entertainment, and culture.

Programs on chidren's services in public libraries vary greatly. Chidren's service programs must be made in accordance with the perspective and feeling of the children themselves. The library program must look at the demographic conditions of the environment, commitment to diversity, open to all, and fair (Rankin, 2018). The library must be able to explore what is felt and desired by children, one of them is by using the laddering method or exploring the desires of children that can be used by libraries to build appropriate children's services. (Wu, 2019). Some children's service programs include information literacy and family literacy, reading promotion, cultural programs, homework clubs, storytelling events, craft activities, makerspace activities, creativity play, and more (Rankin, 2018).

Most of the children come to the library because they want to read books and other materials in the library, Chandrasekar and Sivathaasan (2016) in their research at the Jafna Public Library mention that the main purpose of children coming to the library is reading books and materials in the library, and utilizing existing facilities and programs available in the library. The library has an important role for school-age children where many collections and library programs support school activities. Furthermore, Cassell and Walther (2006) state that the existence of library support for school-age children can increase library visits and books that are read in the school hours.

Most children's service visitors in the public library are regular visitors, even though there are some who are new visitors. These regular visitors are children and parents who live in the library area. Other research results state that new visitors tend to spend more time in the library, and utilize all available library facilities. (Shepherd, Petrillo, and Wilson, 2018).

Visitors who come to the library are very general, ranging from children and parents, teenagers, adults, to parents. The library in the eyes of parents is a trusted institution that is able to provide reliable sources of information. Family involvement, especially parents is a traditional concept, is still adopted today. Parents are expected to be involved in the learning process of children both formal and informal. Apart from parents, what is meant by family here includes father, mother, and other family members, or caregivers. It is visible in such cases thet there is an involvement of parent-child relationship. (Pratt, Taylor, Huisstede, and Gaias, 2016). The library must also be able to support play and learning activities of children and their parents. (Overgaard, 2014).

Research Methodology

This research uses descriptive approach by gathering data form respondents. The description is obtained by interpreting the results of data tabulation to support the results of research analysis. The research was conducted in the National Library and Public Information (NLPI), Taiwan and the Department of Library and Archives of East Java Province (Dispersip), Indonesia. The reason for location selection is that both of the countries are in the Asian region but have different cultures, Taichung and Surabaya are the second largest cities in Taiwan and Indonesia respectively, NLPI and Dispersip are both provincial level libraries.

The target population in this research were children in Taiwan and Indonesia. The number of sample is considered to be the same, with 100 children in Taiwan and 100 children in Indonesia, aged 7-12 years old. Of the total respondents, 65% were women and 35% were men, the number was the same among respondents in Taichung and in Surabaya. The majority

of respondents are aged 9 and 12 years, as much as 43% in Indonesia, while in Taiwan it is the 10-11 years old age group, with 46% respondents.

Data collection techniques conducted is done through structured interviews to respondents by referring to the questionnaire. The questionnaire was distributed at NLPI and Bapersip in October-November 2018. In addition to distributing questionnaires, researchers also interviewed children library visitors and library staffs.

Data Finding

The works of parents of the children library visitors are very diverse, if in Indonesia many parents work as private employees by 40%, government employees by 30%, and entrepreneurs as much as 28%, in Taiwa, more than 51% of children do not reveal the jobs of their parents, this is because some of them do not know, and some types of work are not on the list such as doctors, engineers, and others. There are also 22% government employees, 16% private employees, and 10% entrepreneurs. If parents work as government employees or private employees, they do not have free time to go to the library on weekdays. Likewise children will not go to the library during school hours.

There are differences in terms of with whom the children come to the library both in Indonesia and Taiwan. In Indonesia, most children come with friends (35%), then mothers, siblings, and family. Whereas in Taiwan, most children come with mothers (49%), fathers, and families (father, mother and younger siblings). The children's services in Bapersip Indonesia are mostly visited by children after school, and they come in groups with school friends. In contrast, in Taiwan, children came to NLPI on Saturdays and Sundays with their parents.

Children aged 7-12 years in Taiwan do not go out of the house with their friends, this is different from in Indonesia where many children of that age go with friends. This can be related to the results of the questionnaire regarding the distance from home to the library. The results of the questionnaire showed that the situation in Indonesia, where 42% of the respondents claimed that the distance from home to the library is between 2-3 km and 35% claimed that it is less than 1 km, whereas in Taiwan 51% of respondents answered the distance from home to the library was more than 5 km, and 2 -3 km by 20%. The distance from the house to the nearby library is easily accessible by children without parents. Children usually walk or ride bicycles with their friends. Whereas in Taiwan, most of the respondent's houses are far from the library and needed vehicles such as cars or buses to come to the library with parents.

The motivation of children to come to public libraries varies greatly, ranging from completing school assignments, enjoying a comfortable room atmosphere, friend's invitation,

love of reading and recommendations from both teachers and parents. The results of the questionnaire showed quite significant differences between children in Indonesia and Taiwan. The biggest motivation for children in Indonesia to visit libraries is to complete school assignments by 31%, while children in Taiwan reveal that they love reading (80%), and it motivates them to come to public libraries.

Children in Indonesia are also motivated by the invitation of their friends to come to the library by 25%, while only a few children in Taiwan are motivated by friends (10%). This is because children in Taiwan love to go to the library with family. Furthermore, a comfortable room became a motivation for Taiwanese children to come to the library (41%) while it motivates Indonesian children for only 23%. This is due to the arrangement of rooms, room area, and furniture in NLPI which are more varied so that many respondents choose comfortable rooms as an excuse to come. The similarity of children in Taiwan and Indonesia is the motivation of the teacher who suggested coming to the library. Although the value tends to be small at 16% and 17% respectively, Taiwan and Indonesian children appreciate the teacher's recommendation by coming to the library. Pride when coming to public libraries is not reflected in children in Taiwan and Indonesia, this can be seen from the results of a survey stating that only 2% of Indonesian children feel proud when they come to the library and none of Taiwanese children are proud to come to the library. Furthermore, the role of librarians in inviting children to come to the library do not have much role as a motivation, where only 2% of the children in Taiwan are motivated by librarians' invitations, whereas in Indonesia, there are none.

The search process for library collections also varies. Taiwanese and Indonesian children prefer to find collections on shelves (67% and 50% respectively). Another similarity is in the use of OPAC, among the children in both Taiwan and Indonesia, only 11% and 2%, do not like to use OPAC. Taiwanese children choose OPAC because it makes it easier for them to see the entire collection in the children's services. Besides that, OPAC at NLPI is designed to be very attractive with colorful images. This is supported by the results of previous studies which states that OPAC uses images and text that is very helpful for children in the process of searching information on children's services (Creel, 2014). Furthermore, there are significant differences in the search process, where Taiwanese children are less likely to ask library officers (13%), while Indonesian children like to ask librarians (48%) when accessing collections in children's libraries. This is due to NLPI compiling its collection neatly, providing clear instructions regarding collections, providing attractive OPAC, and children in Taiwan are accompanied by parents when choosing collections. So the children at NLPI have never experienced difficulties

in finding collections. In contrast to children in Indonesia, who go to libraries with peers, are not facilitated with user friendly OPAC, and arrangement of collections on shelves that are often messy, so they rely on librarians to help find the collections needed.

Children in Taiwan and Indonesia both like to read collection in their mother tongue, namely Chinese and Indonesian. Although in both libraries there are English collection, they prefer their own language because it is easy to understand. Primary students in Taiwan and in Indonesia only get English lessons when they sit in grades 3 or 4, so many children prefer collections with mother tongue to make it easier for them to understand the contents. Besides that in Taiwan, parents are also not proficient in English, and they are looking for Chinese-language collections for their children so that parents have no trouble explaining.

The number of collections that can be borrowed at the library also affects the number of books borrowed by children. Children in Indonesia borrow fewer collections, less than 2 collections per month (54%), while children in Taiwan borrow more than 5 collections a month (62%). The children's pleasure in going to the library and reading library collections is considered very positive for parents, since the library is considered as an informal learning place that can be used by children.

Discussion

Psychology Variables

Going to a public library is a choice of many sources of information that can be accessed by children. According to the results of the questionnaire, children's interest or motivation to come to the library is different, if in Indonesia children are more likely to use the library to do school work, study with friends, comfortable room, and to give a nod on thes teachers' recommendations. From the motivation of Indonesian children, it appears that external factors such as friends, comfortable room, and the teachers' recommendation can be considered as external factors for using the library. But doing school assignments is an intrinsic motivation that encourages children to use the library. The completion of school assignments in the library with friends is a fun activity for Indonesian children, this is in line with the results of research by Rachana Bhatt (2010), where libraries have a positive impact on completing school work.

Whereas in Taiwanese children, their preference to come to the library is mainly to satisfy their love of reading books. The library with a collection of more than 72 thousand titles is a haven for children in Taiwan. This is the strongest internal motivating factor. While the external driving factors are a comfortable place, teacher's advice, and friend's invitation.

Judging from the results of the questionnaires given, there are similarities in the factors that encourage them to go to the library, both of which are driven by the desire of individuals to use the library even though the internal encouragement of children in Taiwan and Indonesia is different. Both want to increase the capacity of knowledge through school work and reading. It can be said that the stronger the internal drive, the higher the tendency to use public libraries.

Demographic variables

Many women come to public libraries, both in Taiwan and Indonesia, this can be assumed due to the population being largely composed on female compared to male. According to Vedantam (2013) many parents invite their daughters to the library to read and study. It is also stated that boys move more than sit still and read. Many boys do not pay attention and cannot sit for long when faced with books or studying. So cognitive investment is done more on girls than boys.

For the time of the visit, the end of the week is the right time for library visitors. Children in Taiwan visit many libraries on weekends along with their parents. NLPI opening hours are Tuesday to Sunday, starting at 09.00-21.00, while the Bapersip Indonesia is open from Monday to Sunday, from 08.00-18.00. The average public library user in Taiwan lives far from the library while in Indonesia users live close to the library. So flexible opening hours such as outside working hours at 17.00-21.00 and weekends are attractive factors for public library users. Children can come to visit after school and parents come home from work. The conditions in Indonesia are also the same, that the weekend is a good time to visit the library.

The distance from home to the library did not affect children's visits to the library. In Taiwan, almost half of the children live in houses more than five kilometers away from the library and they are still enthusiastic about coming to the library. Whereas in Indonesia, library visitors are children who live around the library. So long distances do not discourage children from visiting the library and make use of all the facilities provided. Diverse collections and routine programs that attract interest are the driving factors for coming to the library. It is different from the conditions in Indonesia, where visitors come from around the library, and children come with friends after school. They spend free time in the library because the place is comfortable, where they can play with friends and do homework.

Role-Related Variables

Librarians as information gatekeepers in public libraries have an important role in providing chidren's services. Selection of the right collection, make a program that fits the vision of the library. NLPI has 3 people in charge of chidren's services, while in Bapersip there

are two library officers. The library staff is valued by children as a friendly and helpful person, this is a factor that attracts children to come to the library.

Competencies of librarians owned on children's services are different from those in public services. Librarians must know the psychological and desires of children. Library officers must also be able to develop a library program suitable for children. Librarians must be easy to approach and always help, this is evidenced by the results of a survey stating that children in Indonesia love to search for collections by asking librarians, children do not hesitate to ask the librarian for collections. In addition, children in Taichung and Indonesia are also happy to look for collections on shelves, this is because all furniture (bookshelves, tables, chairs) are children friendly plus if in Taiwan, the library provides clear guidance on collection shelves and instructions use of OPAC.

In addition to the role of librarians, parents also have an important role especially in Taiwan, where parents are directly involved with children's learning activities in the library. Almost all the children who come to the library come with their father, mother, father and mother, and other family members.

Environment variable

The location of NLPI and Bapersip Indonesia are both in the center of the crowd. To reach NLPI there is access to public vehicles such as buses, bicycles and taxis. The buses in Taichung are all free as well as bicycles that can be rented for free in the first 30 minutes. The bus stop is located in front of the NLPI library, as well as a bicycle rental place. It is quite different for Bapersip, despite its location in the center of the crowd (schools, campuses, apartments, shopping centers) but there are no public vehicles going to the library, visitors can walk, take an online taxi, motorbike and private car.

Furthermore, the environment around the library, in addition to its comfort NLPI is surrounded by parks and a very wide field and comfortable chairs, so that visitors can choose to do indoor or outdoor activities. Whereas in Bapersip, when entering the library area visitors are directly faced with a parking lot and there is no outdoor space that can be used by visitors. Comfortable environmental conditions and recreational functions will attract visitors to the library.

In Taiwan, NLPI strives to create a comfortable place for parent-child bonding, with complete facilities, a spacious place, diverse programs, and a large collection of learning. This is in line with Overgaard's (2017) statement where libraries must be able to support children and their families in play and learning activities. The role of parents in supporting children's

learning through libraries can have a great influence on children, parental and child activities including reading books, doing homework, finding suitable collections, and playing. This statement is in accordance with Chen, Rea, Shaw, and Bottino (2016) who state that parents read stories to children in the library, and there is a relationship between the use of libraries and reading stories aloud.

As for the condition of children in Indonesia, the role of public libraries and the government is needed to promote the parent child movement coming to the library. In Indonesia there is a literacy movement and reading books, but that is not enough if parents are not included. this is supported by Schmidt and Hamilton (2017) where library services can be used to encourage parents and caregivers to use the library with their children.

Source Characteristics Variables

The availability of information sources is the main attraction for public library users. Sources of information can be in the form of collections (number, variety, and type) and programs made in public libraries. In NLPI, library members can borrow up to 10 titles at once, while in Bapersip it is only 3 titles. The number of books borrowed in NLPI reaches 40000 titles, indicating that many and varied collections are important values for public libraries to visit. The results showed that reading time at home increased because children routinely use the library, even the average reading time increased by 27 minutes every day, and reduced TV viewing time by 59 minutes (Bhatt, 2010). Looking at these results the library can make it a reference to increase collections and the number of collections that can be borrowed, so that children have many collections that are read at home or in the library.

A diverse library program is also an attraction for children and parents to use the library, a program commonly carried out in the children's section is storytelling, where storytelling is one method of delivering information in a fun and enjoyable way to children. Children can easily understand information through storytelling in the library. Bapersip and NLPI also have this program, in NLPI the story telling program has been scheduled regularly twice a week for ages 5-12 years and twice a month for ages 0-5 years. Bapersip does not yet have a routine schedule for story telling, but often organizes storytelling competitions for children.

Conclusion

From the results of the research it can be concluded that the factors that encourage children to take advantage of public libraries include psychological factors in which children

in Indonesia and Taiwan both want to increase their cognitive capacity through sources of information provided in the library. This desire that emerges from the internal is important because there is a willingness from children to increase their knowledge both through reading (in Taiwan) and homework (in Indonesia). The second factor is the demographic, there are interesting findings that Taiwanese children are not affected by the distance of the library away from home. The library remains a place worth visiting on weekends. Parents also consider that libraries are the right place to educate their children in addition to recreation and bonding with family. Role-related factors are related to the role of librarians who are in accordance with the wishes of children by being friendly and helpful. Environmental factors are also important, in which Taiwanese children have easy access to libraries with various public transport and the availability of adequate outdoor facilities, while in Indonesia distance is important when there are no supporting public transportation facilities, so the majority of visitors come only from the surrounding area. The last is the source characteristic factor in which the collection in NLPI is more numerous and diverse, this increases the number of visitors and borrowers, Indonesian children only borrow a collection of 1-2 books per month. The program at NLPI is also more numerous and structured, different from Bapersip where the program is still limited to story telling and literacy.

Recommendation

1. The diverse collections and programs are an attraction for parents and children who visit the library. Parents see the library as a non-formal learning place for their children, so visiting a public library regularly with children is something that must be scheduled.

2. For libraries in Indonesia, the promotion of parent-child bonding activity in the libraries needs to be improved again, considering that role of parents who are still low. The libraries also need to improve the diversity of the programs and collections.

3. This research did not measure which factors had the most influence on library utilization by children, henceforth these factors could be measured comprehensively in further researches.

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Appendix:

Table 1 Respondents' Age

Age	Indonesia		Taiwan	
	f	%	f	%
7	9	9	8	8
8	14	14	17	17
9	23	23	19	19
10	18	18	23	23
11	14	14	23	23
12	22	22	10	10
Total	**100**	**100**	**100**	**100**

Table 2. Sex

Sex	Indonesia		Taiwan	
	f	%	f	%
Male	35	35	36	36
Female	65	65	64	64
Total	**100**	**100**	**100**	**100**

Table 3 Parents' Occupation

Occupation	Indonesia		Taiwan	
	f	%	f	%
Civil servant	30	30	22	22
Retirement	2	2	1	1
Entrepreneur	28	28	10	10
Employee	40	40	16	16
Others	0	0	51	51

Total	100	100	100	100

Table 4 Distance to the Library

Distance from home to library	Indonesia		Taiwan	
	f	%	f	%
<= 1 km	35	35	14	14
2-3 km	42	42	20	20
4-5 km	10	10	15	15
> 5 km>	13	13	51	51
Total	**100**	**100**	**100**	**100**

Table 5 Company

Company	Indonesia		Taiwan	
	f	%	f	%
Alone	2	2	2	2
Mother	31	31	49	49
Father	4	4	12	12
Older Sibling	17	17	9	9
Family	10	10	16	16
Friends	35	35	5	5
Other (aunt, neighbor)	1	1	7	7
Total	**100**	**100**	**100**	**100**

Table 6 Library Usage Motivation

Motivation	Indonesia			Taiwan		
	Yes	No	Total	Yes	No	Total
Completing schoolwork	31	69	**100**	29	71	**100**
Comfortable room	23	77	**100**	41	59	**100**
Invitation from friends	25	75	**100**	10	90	**100**

	f	%	Total	f	%	Total
Recommendations from teachers	17	83	**100**	16	84	**100**
Love of reading	27	73	**100**	80	20	**100**
Feeling proud	2	98	**100**	0	0	**100**
Invitation from library staff	0	0	**100**	2	98	**100**

Table 7 Collection access

Collection Access	Indonesia		Taiwan	
	f	**%**	**f**	**%**
Via catalog / OPAC	2	2	11	11
Ask the librarian	48	48	13	13
Search the shelf	50	50	67	67
Others	0	0	9	9
Total	**100**	**100**	**100**	**100**

Table 8 Books loan

Collection loans per month	Indonesia		Taiwan	
	f	**%**	**f**	**%**
Less than 2	54	54	9	9
2-3	39	39	16	16
4-5	4	4	13	13
More than 5	4	4	62	62
Total	**100**	**100**	**100**	**100**

Table 9 Language of the collection

Language	Indonesia		Taiwan	
	f	**%**	**f**	**%**
Mother tongue (Indonesian)	100	100	96	96
English	0	0	4	4

Total	100	100	100	100

Table 10 Library staffs services

Library staffs services	Indonesia			Taiwan		
	Yes	No	Total	Yes	No	Total
Kind	66	44	**100**	83	17	**100**
Delightful	0	100	**100**	1	99	**100**
Communicative	7	93	**100**	9	91	**100**
Willing to help	25	75	**100**	0	100	**100**
Lazy	0	100	**100**	0	100	**100**
Other (normal)	2	98	**100**	5	95	**100**

Table 11 Library location

Location	Indonesia		Taiwan	
	f	**%**	**f**	**%**
Reachable	97	97	93	93
Hard to reach	3	3	7	7
Total	**100**	**100**	**100**	**100**

Table 12 Library opening hour

Opening hours:	Indonesia		Taiwan	
	f	**%**	**f**	**%**
Suitable for visit in free time	85	85	83	83
Too short	12	12	14	14
Not suitable for visit in free/leisure time	3	3	3	3
Total	**100**	**100**	**100**	**100**