

## The Influence of Social Capital on Reading Interest among Book Party Participants

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### Abstract

**Background:** The low reading interest of Indonesian society remains a crucial problem in the era of rapid development of digital information flow. Reading communities are an alternative that can be used to overcome this problem because within the community there is social capital that can be utilized by its members. One community that shows a high social capital is Jakarta Book Party Community.

**Objective:** This study aims to determine the effect of social capital consisting of norms, trust, and social networks on the reading interest of Jakarta Book Party Community participants.

**Methods:** This study uses a quantitative approach with a data collection method through the distribution of questionnaires to 91 samples who are active participants in Jakarta Book Party activities.

**Results:** The results of this study indicate that partially the trust variable ( $b = 1.193$ ;  $\text{sig.} = 0.000$ ) and the social network variable ( $b = 0.795$ ;  $\text{sig.} = 0.000$ ) have a positive and significant effect on reading interest, while the norm variable ( $b = -1.032$ ;  $\text{sig.} = 0.000$ ) actually has a negative and significant effect on reading interest. Meanwhile, simultaneously, the variables of norms, trust, and social networks ( $F \text{ count } 112.955 > F \text{ table } 2.71$ ;  $\text{sig.} = 0.000 < 0.05$ ) have a significant influence on the reading interest of Jakarta Book Party participants.

**Conclusion:** This research confirms that trust and social networks have a significant and positive influence on the reading interest of Jakarta Book Party participants, norms have a significant and negative influence on the reading interest of Jakarta Book Party participants.

Keywords: Reading Interest; Literacy Community; Social Capital; Jakarta Book Party Community.

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## INTRODUCTION

Rapid technological advancement in various fields has had a significant impact on many aspects of human life including the way people access reading materials or information. Technological development provides convenience for individuals to find reading materials that suit their needs or interests. However this rapid technological growth does not align with the level of reading interest among Indonesian society.

The low level of reading interest remains a problem that Indonesia has not been able to overcome optimally. Based on various literacy related surveys Indonesia is still categorized as a country with a low literacy rate. This statement is supported by data from the World Most Literate research in 2016 which showed that Indonesia ranked sixtieth out of a total of sixty one countries studied. In addition the United Nations Educational Scientific and Cultural Organization reported that the reading interest index in Indonesia is only zero point zero zero

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one percent meaning that out of one thousand Indonesians only one person reads regularly (Indrasari, 2024).

The low reading interest of Indonesian society is a serious issue that must be addressed immediately considering that reading interest is an important indicator in advancing the life of a society or an individual. Reading interest is closely related to reading activities which serve as a bridge to progress and success in various aspects of life both in education and in work (Bangsawan, 2018). Reading interest is a condition in which a person pays attention to reading activities driven by inner motivation or desire (Sudarsana, 2014). The higher the reading interest in a society the greater the possibility of developing a strong literacy culture which will have a positive impact on societal progress.

Based on research conducted by Suryanti & Megawanti (2022) several factors contribute to the low reading interest in Indonesia. These include internal factors such as a lack of purpose in reading low motivation and limited reading ability. External factors include inadequate reading facilities technology and financial limitations and an unsupportive environment (Suryanti & Megawanti, 2022). To overcome these factors research by Mahargono (2018) suggests that developing reading interest through group or community movements can serve as an effective solution.

Literacy communities provide a platform that offers information shares experiences and organizes activities aimed at fostering positive influence on reading interest (Mahargono, 2018). One such community that actively provides a supportive environment and activities for literacy engagement is the Jakarta Book Party Community. This community was established on October twenty second two thousand twenty three by Samuel Pandiangan and four colleagues. It was formed from the founders intention to create a safe and enjoyable space for book lovers and to eliminate concerns regarding negative perceptions about reading in public spaces.

Although it has only been active for one year the Jakarta Book Party Community has shown rapid growth. This can be seen through the increasing number of participants in Book Party events the rising number of followers on social media and growing collaboration with organizations to conduct literacy related activities. Despite being created in December two thousand twenty three the communitys Instagram account has already gained thirteen thousand three hundred and three followers. Several organizations have also collaborated with the community including Menjadi Manusia Bentang Pustaka Balai Pustaka and Nctzenhumanity. Furthermore based on interviews with the community administrators the weekly Book Party events are attended by approximately one hundred participants showing significant growth compared to its early days when participation only reached a few dozen people.

The rapid development and continued presence of the Jakarta Book Party Community indicates the existence of strong social capital within the community. The community contains components such as norms trust and social networks which serve as resources that enable the community to remain active and help its participants achieve their goals.

Social capital is often defined as an investment used to acquire new resources meaning it enables a group to strengthen solidarity exchange ideas build trust and achieve

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collective progress (Hasbullah, 2006). In Robert Putnam's theory social capital refers to social organizational traits including trust norms and networks that improve societal efficiency and increase group or individual productivity (Putnam, 2000). Social capital theory explains how individuals can solve their problems through social networks and trust (Santoso, 2020).

Social capital consists of three main aspects: norms, trust, and social networks. These aspects play an important role in enabling and strengthening modern societies. Social capital is considered an essential component in fostering solidarity, idea mobility, mutual trust, and mutual benefit for collective progress (Hasbullah, 2006). However, the government has not fully considered the role of social capital in formulating strategies to address societal issues, including the low reading interest of Indonesian society. Considering the importance of social capital, it is crucial to integrate this aspect into efforts to solve various societal problems.

Social capital in the Jakarta Book Party Community is reflected in the trust among participants, the norms that develop within the community, and the social networks formed among its members. Previous studies conducted by Dulkiah, 2022; Nasikin, 2018; Rahmawati, 2020; Saptawan, 2023 show that social capital has a positive influence on literacy activities and library revisit intention.

Although studies on social capital and its influence on reading interest already exist, previous research has not specifically focused on how social capital affects reading interest within a reading community using quantitative methods. Therefore, this study aims to determine the extent to which social capital influences the reading interest of Jakarta Book Party participants through a quantitative approach.

Considering that the reading interest in Indonesia remains low, this research is highly relevant to understanding factors that can encourage reading interest, particularly through social capital. This study may help develop effective strategies to enhance reading interest both for the Jakarta Book Party Community administrators and for policymakers in the fields of libraries and education. If it can be proven that social capital significantly and positively influences reading interest, then strategies to improve reading interest based on social capital, such as strengthening trust, social networks, and norms that support reading activities, can be further developed in order to establish a strong literacy culture within society.

## LITERATURE REVIEW

### Social Capital

Social capital, according to Putnam (2001), refers to the characteristics of social organizations that include mutual trust, rules or norms, and networks that influence the productivity of individuals or groups by improving their efficiency. In general, capital is associated with money or goods in a production process that can function as investment and provide profit to its owner. At first, the concept of capital was known in two forms, financial capital and physical capital. (Light, 2004) recognized the possibility of expanding the concept of capital when capital is understood as a valuable reserve that makes work easier. Based on this idea, Light introduced other types of capital, namely human capital, cultural capital, and social capital. Human capital refers to the skills and knowledge a person possesses, cultural capital refers to cultural experiences, and social capital refers to trust-based

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relationships within social networks (Light, 2004). Social capital is seen as an economic reflection within social relations (Van Der Gaag & Webber, 2008). These social relations can be understood as reserves that offer non material benefits such as moral support, assistance, advice, or other helpful actions obtained through social interaction.

Gaag (2005) further explained that social relations are a store of value because they provide individuals with opportunities to access the resources of others. From this point, (Lin, 2002) concluded that the foundation of social capital is the accumulation of resources within social relations with the expectation of gaining benefits in a particular market. The market metaphor used in social capital can be applied in various fields such as economics, politics, and society. This makes it natural for social capital to have multiple interpretations. The concept of social capital has long been known through the concept of *guanxi* from ancient China, which carries a meaning similar to the modern understanding developed by contemporary scholars.

The development of social capital continues as new ideas emerge. One major trigger for the rapid advancement of social capital studies was Putnam's research on the performance of regional policymakers in Italy, which was significantly influenced by levels of community involvement. Social capital has since been widely studied not only in sociology or economics but also in politics, public policy, planning, health, and education.

Social capital consists of three main components: norms, trust, and social networks. Norms are rules formed with the expectation that members of a society follow them in certain social contexts (Hasbullah, 2006). In communities or groups, norms do not appear ceremonially but grow from customs, historical experiences, or the influence of community leaders. From these conditions, social capital arises naturally as a guide for individual or group behavior in negotiating shared interests.

Trust is the willingness to take risks in social relations based on the belief that others will act as expected and continue to behave in ways that support and do not harm the group (Hasbullah, 2006). High levels of trust encourage participation in cooperative activities, while low trust often leads to serious social problems.

Social networks refer to cooperation or relationships among individuals built upon trust within a group to achieve shared goals (Munif, 2020). Hasbullah (2006) stated that social networks function as social capital because they are supported by care, norms, and obligations. These networks arise from trust and sympathy within a community and become resources for individuals seeking information or pursuing certain goals.

In the context of the Jakarta Book Party Community, social capital is reflected in norms such as inclusiveness, legal compliance, collaboration, and positive dialogue. Trust appears in members feeling accepted without discrimination, secure during reading sessions, confident in sharing relevant ideas, and comfortable in discussions. The social network includes relationships among members, access to literacy resources, and external collaborations. Strong social capital in this community can support the growth of reading interest among Book Party participants. Reading interest involves the desire, willingness, and motivation that encourage someone to understand written information (Sudarsana, 2014). In

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general, reading interest refers to a person's internal desire to pay attention to reading activities. It does not emerge automatically but requires early development. Reading interest includes several aspects such as enjoyment of reading, reading frequency, and awareness of the benefits of reading (Sudarsana, 2014). Four indicators are commonly used to assess a person's reading level, namely enjoyment, awareness of reading benefits, reading frequency, and amount of reading material consumed.

### Reading Interest

Interest refers to a psychological state that generates a directed response toward a specific object, situation, or activity, producing feelings of pleasure and satisfaction (Sudarsana, 2014). When someone is attracted to something such as a book, they will gain broad knowledge about it. Crow and Crow in their book *Education Psychology* stated that interest acts as a driving force that leads a person to become attracted to other people, objects, or certain activities (Sudarsana, 2014).

From these definitions, interest can be understood as a tendency to continuously pay attention to and remember people, objects, or activities, along with the desire to understand, study, and examine them. When someone develops an interest in something, they will focus their attention on it, feel enjoyment toward the object, and show a willingness that manifests as a directed drive toward the desired object. Several factors shape an individual's interest, namely: 1 internal needs expressed in physical and mental requirements 2 social motivation which includes the desire for recognition and appreciation from the environment and 3 emotional factors that determine the intensity of attention toward an activity or object (Sudarsana, 2014).

Reading functions as a major tool for individuals seeking a better quality of life. Reading involves understanding meanings not only from the literal lines of text (reading the lines) but also meanings implied between the lines (reading between the lines) and meanings beyond the lines (reading beyond the lines) (Harras, 2014).

Reading is a process through which a reader obtains messages from the writer through written language or understands meanings embedded within written material (Tarigan, 1989). According to Soedarsono in (Hariant, 2020) reading is a complex activity that involves a series of separate actions including comprehension, imagination, observation, and recalling. From these explanations, reading can be defined as a complex activity undertaken to understand the messages conveyed by a writer through written text in order to obtain information.

Reading interest represents a combination of desire, willingness, and motivation that drives someone to engage in activities aimed at understanding written information (Sudarsana, 2014). Generally, reading interest refers to an internal desire that leads someone to pay attention to reading activities. It does not grow automatically but requires early development. Reading interest consists of several aspects such as enjoyment in reading, frequency of reading, and awareness of the benefits of reading (Sudarsana, 2014).

A person's reading interest is influenced by internal and external factors. Internal factors include low self motivation, limited reading skills, and lack of purpose, while external

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factors include insufficient facilities, lack of time, limited access to technology and financial resources, and an unsupportive environment (Suryanti and Megawanti 2022). Sudarsana (2014) identified four indicators commonly used to assess someone's reading level, namely enjoyment in reading awareness of the benefits of reading reading frequency and the quantity of reading material.

## METHODS

The study used a mixed methods approach to examine the influence of norms trust and social networks on reading interest among Jakarta Book Party participants. Data were collected through interviews observations and the distribution of questionnaires to the research subjects. The sample represented the existing population namely members of the WhatsApp group "Book Mates – Jilid 9" which consisted of 924 individuals. The sample was selected using probability sampling with a simple random sampling technique. Based on this method with a ten percent margin of error the study obtained a sample of 91 active Jakarta Book Party participants.

Data were gathered using a closed ended questionnaire distributed via Google Form. The instrument was measured using a four point Likert scale for each item representing the variables in the study. The use of a four point Likert scale aimed to eliminate a neutral response option. Kusmaryono (2022) emphasized that the four point Likert scale is a valid tool that helps reduce measurement error or bias commonly found in other scale formats.

The collected data were processed and analyzed through several analytical stages including instrument testing which consisted of validity and reliability tests classical assumption testing which included normality multicollinearity and heteroscedasticity tests and hypothesis testing which involved multiple linear analysis coefficient of determination testing and t testing. Data processing was conducted using Microsoft Excel and IBM SPSS Statistics Version 27. Through these analytical procedures the study generated information that served as the basis for drawing conclusions.

## FINDINGS

### Jakarta Book Party Community

The Jakarta Book Party Community is a reading community founded by Samuel Pandiangan on October 22 2023. The community began with Samuel Pandiangan's unpleasant personal experiences related to reading. Motivated by these negative experiences he and several friends initiated an activity called FOMO kan Baca Buku which aimed to create a sense of Fear of Missing Out among young people toward reading.

After organizing the activity several times in areas such as Dukuh Atas Samuel and his friends experimented with a new concept reading while having a picnic. They uploaded the activity to social media without any specific intention but it unexpectedly received positive responses and high enthusiasm from young people. This reaction made Samuel realize that many young individuals needed a safe place to read especially in public spaces

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without worrying about negative judgment. From this point the Jakarta Book Party Community began to take shape.

The term “Party” was intentionally added to reflect that reading is enjoyable and should not be seen as a serious or intimidating activity. The growing popularity of Jakarta Book Party content on social media inspired young people in other regions to hold similar Book Party or reading picnic events in their own cities. With this enthusiasm the community quickly expanded from Jakarta to other regions and today there are around thirty regional points where Book Party activities are held (Rosalina 2024). To accommodate this growth the original Jakarta Book Party Community which previously served as the main community became the Jakarta regional community and now operates under a broader umbrella organization the Indonesia Book Party Community.

Initially the main activity of the Jakarta Book Party Community was the Book Party itself or reading picnics. However as enthusiasm continued to rise the community developed additional programs that remained closely connected to reading. These activities include Pusreng peer library sessions Panggung Ketjil small stage performances and Jakarta Berkelana Party an activity that invites participants to explore the city while engaging with books.

### Respondent Characteristics

Based on the data obtained from the distribution of the research questionnaire the characteristics of the respondents can be identified as follows:

| TABLE 1<br>Respondent Characteristics |                          |                       |             |
|---------------------------------------|--------------------------|-----------------------|-------------|
| <b>Gender</b>                         | Female                   | 61 respondents        | 67%         |
|                                       | Male                     | 30 respondents        | 33%         |
|                                       | <b>Total</b>             | <b>91 respondents</b> | <b>100%</b> |
| <b>Age</b>                            | 15-19 years              | 16 respondents        | 17,6%       |
|                                       | 20-23 years              | 46 respondents        | 50,6%       |
|                                       | 24-27 years              | 22 respondents        | 24,2%       |
|                                       | 20-40 years              | 7 respondents         | 7,7%        |
|                                       | <b>Total</b>             | <b>91 respondents</b> | <b>100%</b> |
| <b>Job</b>                            | University students      | 52 respondents        | 57,1%       |
|                                       | Private sector employees | 19 respondents        | 20,9%       |
|                                       | School students          | 7 respondents         | 7,7%        |
|                                       | Others                   | 13 respondents        | 14,3%       |
|                                       | <b>Total</b>             | <b>91 respondents</b> | <b>100%</b> |
| <b>Length of membership</b>           | Less than one month      | 18 respondents        | 19,8%       |
|                                       | Two to six months        | 29 respondents        | 31,9%       |
|                                       | Six months to one year   | 25 respondents        | 27,5%       |
|                                       | More than one year       | 19 respondents        | 20,9%       |
|                                       | <b>Total</b>             | <b>91 respondents</b> | <b>100%</b> |

(Source: Primary Data, 2025)

Based on the data obtained from the questionnaire it can be seen that the respondents in this study were predominantly female. The age distribution was dominated by respondents between 20 and 23 years old which generally represents the early productive age group. Most respondents were students and the length of membership showed that the majority had been

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part of the Jakarta Book Party Community for two to six months. This indicates that most respondents were already familiar with the culture and activities within the community.

### Validity Test

The validity test in this study was conducted on forty nine statement items representing the variables of norms (X1) with nine items trust (X2) with eleven items social networks (X3) with twelve items and reading interest (Y) with seventeen items. Based on the results of the validity test all forty nine items were declared valid because each item produced a significance value below 0.05 and an r count value greater than the r table value of 2.061 which had been determined according to the number of respondents.

### Reliability Test

Based on the reliability test conducted on the statement items for the variables of norms (X1) trust (X2) social networks (X3) and reading interest (Y) the results obtained were as follows:

TABLE 2  
Reliability Test Results

| Variable | Cronbach's Alpha | Ket.     |
|----------|------------------|----------|
| X1       | 0,933            | Reliable |
| X2       | 0,960            | Reliable |
| X3       | 0,906            | Reliable |
| Y        | 0,934            | Reliable |

(Source: Primary Data, 2025)

Based on the results of the test above it can be concluded that variables X1 X2 X3 and Y are reliable because each variable produced a Cronbach's alpha value greater than 0.80.

### Normality Test

Based on the normality test using the Kolmogorov Smirnov statistical test the significance values obtained are as follows:

TABLE 3  
Normality Test Results

| Asymp. Sig | Criteria | Explanation          |
|------------|----------|----------------------|
| 0,200      | >0,05    | Normally distributed |

(Source: Primary Data, 2025)

From the normality test results the significance value Asymp Sig was 0.200. Referring to the decision criteria for the normality test the variables can be declared normally distributed because the significance value 0.200 is greater than 0.05.

### Multicollinearity Test

Based on the multicollinearity test conducted on the three independent variables namely norms trust and social networks the following results were obtained:

TABLE 4  
Multicollinearity Test Results

| Variable X-Y | Tolerance | VIF   | Explanation                   |
|--------------|-----------|-------|-------------------------------|
| Norms        | 0,619     | 1,615 | No multicollinearity detected |
| Trust        | 0,575     | 1,739 | No multicollinearity detected |

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|                |       |       |                               |
|----------------|-------|-------|-------------------------------|
| Social Network | 0,737 | 1,357 | No multicollinearity detected |
|----------------|-------|-------|-------------------------------|

(Source: Primary Data, 2025)

Based on the multicollinearity test results above, the tolerance values for all variables are greater than 0.10 and the VIF values are below 10.00, indicating that there is no multicollinearity among the independent variables.

### Heteroscedasticity Test

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The heteroscedasticity test was carried out using a Scatter Plot, and the results are shown as follows:

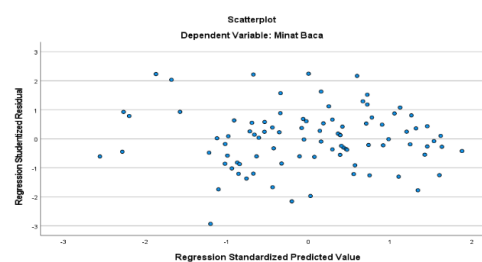


Figure 1. Results of the Heteroscedasticity Test

Based on the Scatter Plot, the data points appear to spread randomly above and below the zero line. The points do not cluster in a single area but are dispersed on both sides, and the distribution does not form a wave-like pattern that widens, narrows, and then widens again. Therefore, the Scatter Plot indicates that there is no heteroscedasticity in the model.

### Hypothesis Test

Hypothesis testing in this study was carried out using several analytical techniques, including multiple linear regression, the coefficient of determination test, and the t-test. The results are presented as follows:

Table 5  
Hasil Uji Hipotesis

| Independent Variable | Regression Coefficient | t-count  | t-table | Sig.  | Note                 |
|----------------------|------------------------|----------|---------|-------|----------------------|
| Norms                | (-)1.031               | (-)8.953 | 1.988   | 0.000 | Significant negative |
| Trust                | 1.193                  | 11.406   | 1.988   | 0.000 | Significant positive |
| Social Network       | 0.795                  | 9.198    | 1.988   | 0.000 | Significant positive |
| R Square             |                        | 0,796    |         |       | Explains 79.6% of Y  |

(Source: Primary Data, 2025)

Based on the results of the hypothesis testing, it can be concluded that norms, trust, and social networks have a significant influence on the reading interest of Jakarta Book Party participants. Trust and social networks show a positive influence, while norms show a negative influence. The R Square ( $R^2$ ) value obtained is 0.796 or 79.6%, which means that the independent variables—norms, trust, and social networks—jointly explain 79.6% of the variance in reading interest. The remaining 28.4% is influenced by other variables outside the model.

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### Effective Contribution

To determine the magnitude of each independent variable's influence on the dependent variable more clearly, the effective contribution of each variable was calculated. The results are as follows:

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TABLE 6  
Effective Contribution

| Effective Contribution | Value |
|------------------------|-------|
| X1 (Norms)             | -6.5  |
| X2 (Trust)             | 48.7  |
| X3 (Social Network)    | 37.4  |
| R Square               | 79.6  |

(Source: Primary Data, 2025)

Based on the calculation of the effective contribution shown in the table, each independent variable's influence on the dependent variable can be identified as follows:

- The norms variable (X1) contributes **-6.5%**, indicating a negative contribution, which is consistent with the regression results showing that norms negatively affect reading interest.
- The trust variable (X2) contributes **48.7%**, making it the strongest positive contributor to reading interest. This result indicates that trust within the community is the most influential factor affecting reading interest among Jakarta Book Party participants.
- The social network variable (X3) contributes **37.4%**, positioning it as the second-largest contributor to reading interest.

The sum of the effective contributions—norms (-6.5%), trust (48.7%), and social networks (37.4%)—equals **79.6%**, which corresponds to the R Square ( $R^2$ ) value. This confirms that these three variables collectively explain 79.6% of the variance in reading interest (Y).

## DISCUSSION

### Party The Influence of Norms on the Reading Interest of Jakarta Book Party Participants

The analysis of respondents' answers shows that the social capital component of norms has a negative and significant influence on the reading interest of Jakarta Book Party participants. The norm variable has a significance value of  $<0.001$  and a regression coefficient of  $-1.031$ . This indicates that norms, as part of social capital, significantly reduce reading interest. For every one-point increase in the norm score, reading interest decreases by 1.031 points. In other words, norms within the community tend to suppress participants' reading interest.

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This finding is consistent with previous literature showing that although social capital is valuable, it can also produce negative outcomes. Masik (2005) emphasized that norms can sometimes restrict individual progress. A cross-cultural study conducted in the Netherlands, China (Beijing), and South Africa (Cape Town) by Broeder and Stokmans (2013) also found that explicit norms—such as direct pressure from family to read—correlate negatively with adolescents' reading frequency. However, the same study shows that implicit norms contribute positively to reading. This suggests that the way norms are communicated (implicit vs. explicit) strongly determines their effect on reading behaviors.

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Although norms in this study show a negative effect, the norms in the Jakarta Book Party community were originally intended to create positive outcomes. This aligns with Nasikin (2018), who found that norms such as mutual respect, politeness, and courtesy positively support literacy activities. Therefore, rather than assessing the mere presence of norms, it is important to understand how norms are shaped, directed, and communicated within the community. Members must feel equally comfortable and prepared to respond to norms so that these norms can genuinely support reading interest rather than suppress it.

### **The Influence of Trust on the Reading Interest of Jakarta Book Party Participants**

Trust plays an important role in any community. High levels of trust encourage people to participate in collective activities, while low trust can create serious social challenges. The same pattern applies to the Jakarta Book Party community. Trust in the acceptance of diverse reading interests, trust in collaborative sharing of book recommendations, and trust in positive and respectful dialogue during discussions all contribute to stronger reading interest among participants.

The analysis shows that trust has a positive and significant effect on reading interest. The trust variable has a significance value of  $<0.001$  and a regression coefficient of 1.193. This means that for every one-point increase in trust, reading interest rises by 1.193 points. This result aligns with Lin (2002), who argued that trust is a fundamental element in obtaining benefits from social networks. The finding also corresponds with Rahmawati (2020), who found that trust-based social innovation increased reading engagement in the Rumah Luwu literacy community.

The trust experienced by Jakarta Book Party participants—trust in inclusivity, in safety, in collaboration, and in positive discussions—creates a sense of comfort. This feeling of safety directly encourages stronger reading motivation. These results echo Rahmawati (2020) and Nasikin (2018), both of whom showed that social capital, especially trust, helps community members feel secure and supported, ultimately raising reading interest.

Overall, trust within the Jakarta Book Party community clearly contributes to higher reading interest. Participants trust that they will be accepted regardless of what they read, trust the safe and open atmosphere of the community, and trust fellow participants during discussions. This collective sense of comfort allows trust to positively shape their reading habits.

### **The Influence of Social Networks on the Reading Interest of Jakarta Book Party Participants**

Social networks refer to the relationships formed within a community based on shared trust and mutual support. These networks help individuals achieve their goals by allowing them to access resources more easily. In the Jakarta Book Party context, social networks include connections among participants, access to reading materials, and collaborations with external literacy groups or institutions.

The analysis confirms that social networks also have a positive and significant effect on reading interest. The significance value for this variable is  $<0.001$ , with a regression coefficient of 0.795. This means that a one-point increase in social networks leads to a 0.795-point increase in reading interest.

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This finding aligns with Woolcock's (2004) concept of bridging and linking social capital, which highlights how broader networks expand access to information. Within the Jakarta Book Party community, participants benefit from these networks by exchanging book information, offering recommendations, and even lending books to one another. External collaborations also allow participants to access additional reading resources and literacy activities. These advantages show that social networks help raise reading interest among participants.

The results are consistent with Dulkiah (2022), who found that social networks play a positive role in empowering communities. Thus, social networks in Jakarta Book Party serve as an important factor in increasing reading interest.

### **The Collective Influence of Norms, Trust, and Social Networks on Reading Interest**

The analysis shows that norms (X1), trust (X2), and social networks (X3) collectively have a significant influence on reading interest. The F-test results show a significance value of 0.000 ( $<0.05$ ) and an F-count of 112.955, which is higher than the F-table value of 2.71. The coefficient of determination ( $R^2$ ) also shows that the three variables together explain 79.6% of the variation in reading interest.

These findings reinforce the perspectives offered by Lin (2002), Putnam (2000), and Woolcock (2000), who argue that social capital consists of norms, trust, and networks that collectively support both individual and collective development. Although norms show a negative influence in this study, the strong positive effects of trust and social networks balance this out, allowing social capital to still produce an overall positive impact on reading interest.

## **CONCLUSIONS**

The analysis shows that social capital components—norms, trust, and social networks—significantly influence the reading interest of Jakarta Book Party participants. Trust and social networks contribute positively, with effective contributions of 48.7% and 37.4%, respectively. This means these two components help increase reading interest through a supportive, inclusive, and collaborative environment.

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On the other hand, norms have a significant negative effect, contributing –6.5%. This indicates that the norms within the community are not yet fully supportive of reading interest and may instead discourage it. Overall, norms, trust, and social networks together explain 79.6% of reading interest, while the remaining 28.4% is influenced by other factors outside the model.

Trust emerges as the most dominant factor in increasing reading interest. Higher levels of trust encourage participants to read more, engage in discussions, and share book recommendations. Social networks also play a major role by giving participants access to 96 information and reading materials that support their reading activities.

### **AUTHOR CONTRIBUTIONS**

[Dina Wulandari]: Conceptualization, methodology, original draft writing, review and editing. [Ade Abdul Hak]: Supervision, review, data curation.

### **CONFLICT OF INTEREST**

The authors declare no conflict of interest.

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