



The Study of Reading Interest in Indonesian Society and the Shift in Alternative Media as Reading Sources for Finding Innovation in-Library Management

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Abstract. This study aims to determine the visitor's reading material, the reasons for visiting the library, the frequency of visits, and reading sources besides visiting the library. Collecting data using qualitative methods through structured interviews. A total of 200 visitors were randomly selected from several libraries in Singaraja, Buleleng, Bali, Indonesia. Descriptive qualitative data analysis, data checking, and data explanation were used. It was found that the main reading material for visitors was looking for scientific articles, fiction readings, followed by textbooks and newspapers. From the data obtained, it was found that preparing assignments was the main reason for reading articles and books, apart from surfing the internet and reading textbooks as well as consulting with friends and educators. From the data analysis, it was found that the majority of visitors were students, followed by the general public. The reasons for visiting varied from looking for materials to do assignments, adding insight and knowledge, filling spare time, and reading news. This study begins with the author's concern regarding the fact that there are few library visitors and the impression that the Indonesian public has a low reading interest. This study concluded that people's reading interest has increased, but has shifted to using gadgets to surf the internet and watching YouTube.

Keywords: innovation · internet · media sources · reading interests

1 Introduction

The school library is an integral part of the overall school program, which together with other educational components helps determine the success of the education and learning process. The existence of a school library is very necessary with the following considerations, (Yosep Mbulu 2000):

- The school library is a source of learning in the school environment.
- The school library is one component of the teaching system.
- The school library is a source to support the quality of education and teaching.

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S. Februanti et al. (Eds.): MICon 2021, ASSEHR 708, pp. 766–771, 2023.

https://doi.org/10.2991/978-2-38476-022-0_84

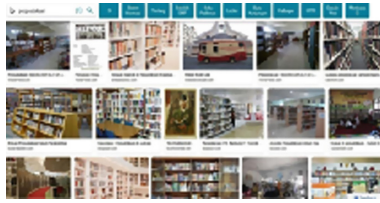


Fig. 1. The atmosphere of the library

- The school library is a learning laboratory that allows students to sharpen and expand their ability to read, write, think and communicate.

The school library is to absorb and collect information, create an organized literacy forum, foster the ability to enjoy imaginative experiences, help language skills and thinking power, educate students so that they can use and maintain library materials efficiently, and provide a basis for independent learning through high reading culture (Fig. 1).

The image above is a screenshot that is deliberately presented by the author as an overview of the current state of libraries in Indonesia. Most of the photos show a sturdy shelf filled with neat and clean rows of books. The situation is so calming, being in that place seems able to provide comfort and full concentration to read. However, if we look at it from a different perspective, this is an interesting phenomenon to reveal. The most basic question is how can a library that has been built and is equipped with so many copies of books be accompanied by good facilities in such a quiet place. Why is a library which is a space as a source of valid literacy and information is often lacking visitors? Isn't this a problem?

Technological advances are often used as the reason for the decline in the existence of libraries. Currently, gadgets, smartphones, and other surfing tools in cyberspace dominate and influence human behavior around the world. Moreover, the mindset that has begun to be embedded in our society is that the library is only a building as a place to store books whose contents are very easy to find on the internet. This is very natural to happen because we cannot deny that the presence of this technology can provide convenience in all fields. Reference needs that were previously based on books have now shifted to electronic documents that can be accessed and uploaded quickly.

2 Method

2.1 Research Objectives

The main objective of this study is to determine the status of students and the community in terms of library users and their habits in using the library.

In this study, the case of students and communities in the Buleleng area.

- The relationship between the frequency of use of the school library by students and their academic achievement.

- The frequency of library use by the general public and the frequency of use of the library during their school years.
- The relationship between reading habits and academic achievement.
- The education level of parents (mother and father) and frequency of reading books.
- The frequency of reading books and the frequency of library use.

Descriptive and Relational research models are used following the research objectives. Descriptive research is research that aims to identify every situation in a subject. The relational research model examines the relationship between variables and the level of the relationship (Erdogan 1998). The purpose of this research model is to determine the problem at hand, the situation associated with this problem, the variables, and the relationship between variables (Kurtuluş 1998).

2.2 Population and Sample

The population of this study was students in Buleleng district. The research was conducted on 200 students who attended the library in Buleleng in 2019. When the age numerical distribution of the general characteristics of the participants was examined (Table 1), 60% of the students were between 15–17 years old, 32% of them were 18–20 years old, 6% of them were between 21–23 and 25% of them were 24 years and over. Student academic performance averaged 10% A (or 4.00–3.6); 21% AB (or 3.59–3.10; 44% B (or 3.09–2.50; 24% is 2.49–2.00 and 1% below 0.99. When the educational status of their parents was checked (Table 1),

Educational status of mothers:

- 60% elementary school,
- 32% secondary school,
- 5% university,
- 3% master and higher.

Educational status of fathers:

- 29% elementary school,
- 47% middle school,
- 17% of university graduates with.
- 7% master's degree or higher.

Based on these data, it can be concluded that “fathers are more educated than mothers”.

2.3 Research Hypothesis

In this study, the following hypotheses were tested in determining the general framework for the frequency of reading students' books, the habits of using school libraries in Buleleng and university libraries, and how to obtain books:

Table 1. Participant features

Age	Frequency	%	Educational status of mothers	Frequency	%
15–17	120	60.0	Primary	120	60.0
18–20	64	32.0	Secondary	64	32.0
21–23	12	6.0	University	10	5.0
24 and over	4	2.0	Higher	6	3.0
Academic success			Educational status of the father		
4.00–3.60	20	10.0	Primary	58	29.0
3.59–3.10	42	21.0	Secondary	94	47.0
3.09–2.50	88	44.0	University	34	17.0
2.49–2.00	48	24.0	Higher	14	7.0
1.99–1.50	–	–			
1.49–1.00	–	–			
Under 0.99	2	1.0			

- Hypothesis 1: There is a significant relationship between student reading frequency and academic achievement.
- Hypothesis 2: There is a significant relationship between library use by the general public and the frequency of library use during their school years.
- Hypothesis 3: There is a significant relationship between book reading habits and academic achievement.
- Hypothesis 4: There is a significant relationship between students' reading frequency and the level of education of their parents (mother and father).
- Hypothesis 5: There is a significant relationship between the frequency of reading books and the frequency of library use.

3 Results and Findings

“Chi-Square” method was used to investigate whether there was a significant difference in the answers given to the questions in the questionnaire about students' reading and library use habits of students and the general public on Buleleng. The following results were obtained in the evaluation of the chi-square test performed by the students with various variables and other questions:

H0: There is no relationship.

H1: There are relationship hypotheses are established.

When the meaning level is considered to be 0.05. Ho is accepted if the calculated value is greater than 0.05. In other words, there is no relationship between variables; otherwise, there may be a relationship between variables. The chi-square test and the chi-square values of the hypotheses used to test the research hypotheses are examined in Table 2.

Table 2. Results of chi-square analysis

	Hypotheses	X ²	P Value	Accept or Reject
H1	There is a significant relationship between students' reading frequency and academic achievement	53.465	0.001	Accept
H2	There is a significant relationship between the frequency of students' reading and the educational level of parents (mother and father).	12.263	0.195	Reject
H3	There is a significant relationship between the reading habits and the frequency of using library	32.301	0.0001	Accept
H4	There is a significant relationship between the frequency of reading books and the frequency of using Tishk International University Library	25.413	0.0001	Accept
H5	There is a significant relationship between the frequency of students' use of the Library and their academic achievement.	22.634	0.005	Reject

4 Conclusion

The results of the research findings of Tishk International University Education Faculty students on reading and library habits are listed below:

The majority of students (92%) have the habit of reading 2 or more (12 times or more per year) books. According to ALA standards, this ratio corresponds to the "strong reading habit". A large proportion of students (85%) stated that they read a book a week ago and a month ago. This result supports the previous finding (strong reading habits). About 7 out of 10 students (69%) stated that they had got their books by buying them. In other words, students can create their libraries by allocating part of their allowances to purchase books and identifying information sources according to their interests. Also, borrowing books from the university library is the second (17%).

Students' reading habits of newspapers (18%) are lower than their reading habits of books (92%). More than half of the students (52%) think that they read enough books and magazines. On the other hand, those who think that they do not read enough books and magazines (48%) argue that "time cannot be found".

One-third of the students (35%) attend the activities related to the book (book fairs, exhibitions, bookstores, etc.) with their friends. Approximately one-third of the students (32%) discuss the books they have read with their friends.

In some neutral investigations on the subject, it was stated that university graduates and university students did not have sufficient reading habits. On the other hand, the reading habits of students were found to be high. The presence of these individuals in the education sector as teacher candidates in various branches with strong reading habits is pleasing for their being a good model for their environment and especially for prospective students.

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