



Analysis Of Students' Interest To Read Scientific Journals In Business Administration Department Of Kupang State Polytechnic

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Abstract-- Reading activity can provide a variety of advantages and it is highly related to reading interest. Having an interest can encourage someone to perceive reading as enjoyable. The Scientific Journal is one of the many reading resources that are accessible in daily life. Scientific readings, such as Scientific Journals, are extremely valuable to students; consequently, it is critical to understand how interested students are in reading scientific articles and what factors influence their interest in reading journals. This study falls under the category of qualitative research that employs a descriptive-survey methodology. In this study, the population consisted of all students from Business Administration Department at Kupang State Polytechnic for the 2022/2023 academic year, with 91 students serving as a sample. An open-ended questionnaire was employed as the main data collection tool. The author used descriptive statistics in the data analysis stage, calculating frequencies and percentages and then calculating the average results to measure the level of interest in reading using the modified Title-Rating from Haskins in Rahmani (2019)[1] as well as describing or elaborating the questionnaire results to a more detailed and clear narrative which refers to theories and benchmarks of reading interest. In general, the data analysis in this study refers to Miles and Huberman's (in Nugrahani) [2] interactive model data analysis, which consists of three stages: (1) data reduction, (2) data display, and (3) conclusion/verification. This study was conducted using six indicators of reading interest. The Motivation to Read indicator had the largest percentage of positive replies among the six indicators, while the Use of Time indicator had the lowest. This implies that students are already motivated to read, but this is not combined by good and consistent reading time management. As a result, it can be inferred that interest in reading Scientific Journals for Business Administration students remains Moderate.

Keywords : *reading interest, scientific journal, influence*

I. INTRODUCTION

Reading is an essential daily activity for obtaining knowledge from written materials. This activity, particularly in the field of education, are inextricably linked to the learning process and must be carried out on a regular basis. Apart from obtaining information, broadening horizons, and increasing knowledge, Goertel (in Rahmani, 2019)[1] states that reading can improve students' critical thinking skills because in the process of reading involves other skills such as prediction, checking, in-depth analysis, idea development, and two-way communication. Reading can help one develop their vocabulary and improve their speaking and writing abilities. Reading is also beneficial for boosting analytical skills, emotional and intellectual intelligence, focus, memory, and concentration. Given the significance of this activity, it is necessary to instill and cultivate the reading habit from a young age. Reading activity and reading interest are inextricably linked. Interest can be defined as someone's desire to do something. Someone with curiosity can do something with their own consciousness. Schiefele (2009)[4] discovered that interest is always associated with certain objects, activities, topics, or texts. People who are interested in a particular topic may grow more interested in reading about it. Baldwin, Peleg Bruckner, and McClintock (in Springer, Harris, and Dole, 2017)[3] noticed that when students were interested in the texts they read, their comprehension grew faster than when they were not, and they tended to have a deeper knowledge of what they read.

Reading materials of numerous types can be found in everyday life. Academic reading materials are common in the realm of higher education, such as textbooks, modules or teaching materials, research reports, practicum reports, and articles in scientific journals. Although students are accustomed to these readings, multiple earlier research (Ali, 2017; Hardianto, 2011; Siswati, 2012)[1] indicated that interest in reading academic literature is still quite low. In fact, according to the findings of Rahmani (2019)[1] research on interest in reading scientific publications among English Education students, 86% of the total respondents had no interest in reading scientific articles. This phenomenon ought to be investigated further. Does the same thing happen to students at Kupang State Polytechnic's Department of Business Administration?

According to Crow and Crow (in Shaleh and Wahab, 2004: 264 - 265)[8], several indicators in determining a person's reading interest include feeling of pleasure, concentration of attention, the use of time, motivation to read, emotion in reading, and effort to read. Based on preliminary findings, the authors concluded that Business Administration students' enjoyment of reading

was still low. During breaks or between classes, students were more likely to be noticed chatting or playing cell phones/games; it is rare to see students who use their free time to study books. Even though the departmental library has a large number of reference volumes linked to the courses students take each semester, the number of visits by students was also quite low. The number of references cited in their work when assigned an essay assignment is also relatively low. The findings of earlier studies on reading interest and the author's initial observations served as a guide for this study, but the author concentrated more on examining students from the Kupang State Polytechnic Business Administration Department's interest in reading scientific journals. As is well known, the Scientific Journal is very beneficial and important to be utilized as a required reference for students, owing to the complexity and up-to-date material (Cahyadi, 2017)[9]. Scientific publications are also more accessible because they are available online and can be downloaded for free or paid membership (Jamaludin in Rahmani, 2019)[1].

Seeing the significance of this scientific journal, one of the mandatory reference sources that students can use when working on their Thesis or Final Project is Scientific Journals, as stated in the Decree of the Director of the Kupang State Polytechnic Number 218 of 2019 concerning Guidelines for Writing Final Projects and Thesis of the Kupang State Polytechnic. This is the foundation for the author's investigation into students' interest in reading scientific journals at Kupang State Polytechnic's Department of Business Administration for the 2022/2023 academic year.

II. THEORETICAL REVIEW

A. Reading Interest

Reading, according to Orasamu (in Issa et al, 2012)[10], is the art of interpreting printed and written words. He added that reading is one of the most effective conscious learning processes and sometimes influences the level and accuracy of information as well as attitudes, morals, beliefs, judgments and actions of readers. Reading requires two basic qualities: first, reading outcomes, such as vocabulary proficiency and comprehension of the meaning or content of the text. The desire to read, also known as interest in reading, is the next quality (Cambria & Guthrie, 2010). A good reader is someone who has developed both qualities. A proficient student may be able to read, but his academic progress may be hindered if he lacks interest, making it difficult to become a successful reader in the long term (Cambria & Guthrie, 2010; Guthrie, Klauda, & Ho, 2013)[11].

According to Wigfield et al., (2015)[12], reading interest is vital in reading comprehension because it motivates students to work toward their reading goals. Students who are motivated by interest may perceive reading as pleasurable. Several prior research have discovered that reading interest is positively connected with text comprehension; the more students read, the better they understand (Tang et al., 2017; Wang & Guthrie, 2004; Wigfield et al., 2016).[13], [14]. Additionally, reading interest was found by Becker, McElvany, and Kortenbruck (2010)[15] to have a long-lasting favorable impact on reading achievement. Children who view reading as entertaining tend to read more frequently, which helps them improve their reading abilities (Kasper, Uibu, Mikk, 2018)[16].

Thus, the writer concludes that a person's interest in reading is a feeling of interest or a strong desire to read because he enjoys doing it and believes that this activity is highly helpful to him.

B. Factors that influence reading interest

Triatma (in Mumpuni & Nurbaeti, 2019)[18] divides the elements that influence a person's reading interest into two categories: internal and external factors. Individual characteristics such as age, IQ, reading ability, attitude, psychological requirements, and gender are examples of internal factors. External factors, on the other hand, are elements that exist outside of the individual, such as the influence of parents, peers, or lecturers, the availability of facilities, and socioeconomic level.

According to Crow and Crow (in Mahmud, 2001)[19], there are three variables that contribute to a person's interest in reading:

- a) Internal factors that encourage the individual. This component is linked to physical and psychological requirements.
- b) Factors of social motivation. The emergence of interest in a person is motivated by social motives, specifically the desire to be appreciated by the milieu in which they are.
- c) Emotional aspects. This factor is a measure of a person's concentration on an activity or a specific object.

Based on some of these perspectives, Mahmud (2001)[19] concluded that interest develops through a process influenced by several factors, including intrinsic factors such as attitudes, perceptions, learning achievement, talent, gender, including work expectations, and extrinsic factors such as background, socioeconomic status, parental interests, information, environment, and so on.

C. Reading Interest Indicators

According to Crow & Crow (in Shaleh and Wahab (2004: 264 - 265), there are six indicators to assess someone's reading interest: 1. Pleasure feelings, 2. Concentration, 3. Use of time, 4. Motivation to read, 5. Emotions while reading, and 6. Effort to read.

III. RESEARCH METHOD

This study falls under the category of qualitative research which employs a descriptive-survey method. All students enrolled in the Business Administration Department at Kupang State Polytechnic during the 2022–2023 academic year made up the population of this study. This study's sample is a sort of probability sample employing Simple Random Sampling. The sample size in this study was determined using the Slovin Formula with a 10% error rate, resulting in a sample size of 91 students. The primary data collection technique employs an open-ended questionnaire in which students as respondents are not only given the answer choices that have been provided but can also provide additional information from the answer choices in the available columns in order to achieve the goal of this research. The questions in the distributed questionnaire were developed using Crow & Crow's six indicators of reading interest (see Shaleh and Wahab (2004: 264 - 265)). Based on these six indications, questions adapted from Molyneux and Macintyre (2017) were developed, totaling 12 questions with a reliability of 0.780. The Google Form was used to produce the questionnaire, and the link was sent through class leaders.

The author used descriptive statistics in the data analysis stage, calculating frequencies and percentages and then calculating the average results to measure the level of interest in reading using the modified Title-Rating from Haskins in Rahmani (2019)[1,] as well as describing or elaborating the questionnaire results to a more detailed and clear narrative which refers to theories and benchmarks of reading interest. In general, the data analysis in this study refers to Miles and Huberman's (in Nugrahani) [2] interactive model data analysis, which consists of three stages: (1) data reduction, (2) data display, and (3) conclusion/verification.

IV. RESULTS AND DISCUSSION

A. Respondent Profile

Most respondents in this study were women, totaling 69.2 percent, with male respondents accounting for the remaining 30.8 percent. However, according to Rahmawati's research (2021), there is no gender influence on reading activities. Because this research was conducted in the even semester of 2022/2023, respondents in this study were students from semesters II, IV, VI, and VIII at the Department of Business Administration.

B. Interest in reading scientific journals

The focus of this study is to figure out the reading interest of Scientific Journals in Business Administration students using the six Indicators of Reading Interest provided by Crow and Crow in Shaleh and Wahab (2004: 264 - 265), viz;

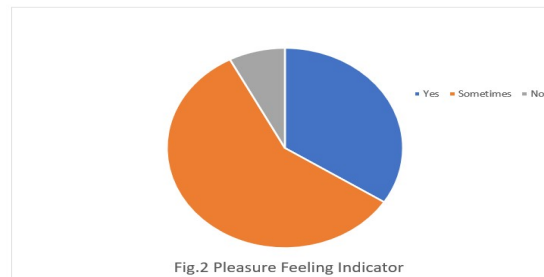
1) Pleasure Feelings

Pleasure feelings are one measure of a person's interest in reading. This involves feeling interested, excited, and pleased while reading Scientific Journals (both in print and online). Figure 1 illustrates that most respondents (59.3%) claimed that reading Scientific Journals made them happy (interested and thrilled). Then there were around 38.5% of respondents who said they were occasionally only interested or eager to read Scientific Journals, and the remaining 2.2% said they were not happy at all when reading Scientific Journals. Even though the majority of respondents were glad and excited when they read Scientific Journals, not all of them look for this reading when visiting the library or surfing the internet. According to the findings of this study, most of them (58.2%) only look for scientific journals to read on occasion. Nonetheless, 34.1% of respondents always look for scientific articles when visiting a library or surfing the internet. Figures 1 and 2 provide a recapitulation of respondents' responses for indicator 1 linked to feelings of pleasure.

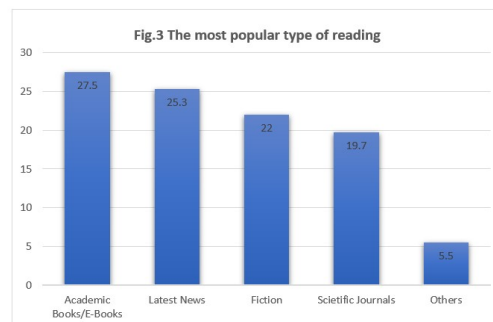
Do you feel interested, excited and happy when reading Scientific Journals (both in physical book form and online)?



Do you generally check for scientific journals when you're in a library or on the internet?



According to additional research, academic books/e-books, including modules/lecture materials, textbooks, or other reference books, were the forms of reading most frequently sought by respondents when visiting the library or surfing the internet. The following genres of reading that respondents find interesting are reading fiction (novels/comics), current news, sports, and the entertainment industry. Following the three forms of reading, scientific journals are listed in the following sequence. The majority of respondents admitted that they were not used to reading Scientific Journals and that this was not their first choice (see fig. 3).



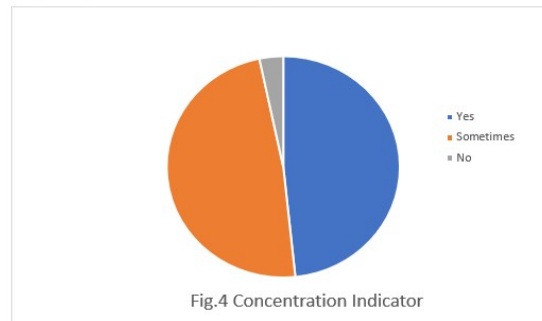
2) Concentration

Understanding a reading text necessitates complete concentration on the reading. As a result, one aspect of assessing a person's interest in reading is an indicator of concentration, because when a person is interested in reading something, there is an urge within him to focus and concentrate fully so that he can understand word for word and the content of what he reads. Furthermore, when a person is concentrating on reading, he will naturally be concerned if something disrupts his focus.

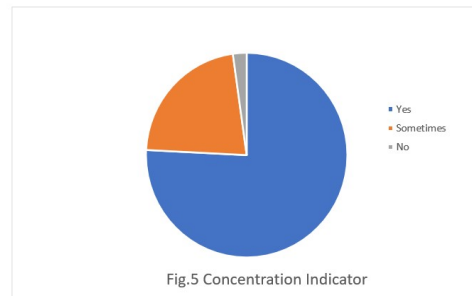
According to the responses to indicator 2, 48.4% of respondents claimed that they always focus their attention through full concentration when reading Scientific Journals. The same percentage responded that they sometimes pay full attention when reading Scientific Journals, other times they focus, and other times they don't focus at all. The remaining 3.3% acknowledged that they were completely unfocused while reading scientific journals. Most students (75.8%) still become annoyed and dislike

interruptions when they are reading scientific journals, nevertheless. Only 2.2% are completely unbothered, compared to 22% who are occasionally troubled. Indicator 2 responses from respondents are recapitulated in Figures 4 and 5 below.

Do you always concentrate when reading Scientific Journals?



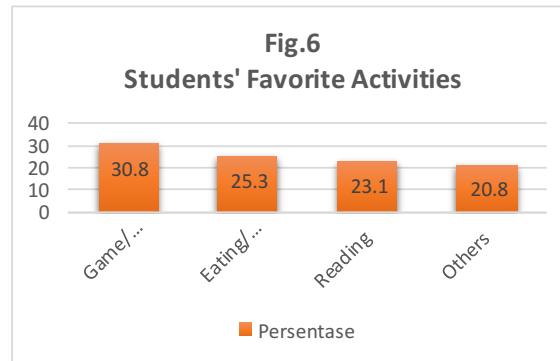
Do you feel irritated/disliked when there are distractions (noise/disturbed by friends) while reading Scientific Journals?



3) Use of Time

The frequency and duration with which a person reads can show their level of interest in reading. According to Ratu Bangsawan (2018)^[21], someone who has an interest in reading will do a lot of reading activities, and vice versa. As a result, people who are passionate about reading will read frequently and for an extended period of time. During this semester, students in the Department of Business Administration still do not read Scientific Journals on a regular basis. The majority (60.4%) acknowledge they only occasionally read it. In reality, only 16.5% consistently read it on a regular basis, and 23.1% did not frequently engage in this activity. This is corroborated by additional findings showing the bulk of respondents (44%), during the even semester of 2022/2023, read no more than 3-6 Scientific Journals. The percentage of responders who read more than ten scientific journals this semester is 25.3%. But regrettably, the same percentage is also present in the group that reads just a few scientific journals this semester—less than three. Additionally, reading takes relatively little time. More than half of all respondents spent barely 15-20 minutes. Furthermore, 26.4% read for slightly longer periods of time, 30-45 minutes. Even 9.9% of people only read it for 10 minutes. Nonetheless, 12.1% of respondents are more interested in studying Scientific Journals and are willing to spend more than an hour reading them.

According to Figure 6, Scientific Journals are not the primary option of reading for students, therefore reading Scientific Journals to occupy free hours both on campus and at home is not their desire. Furthermore, the things they generally perform during their leisure hours on campus, in order of importance, are Playing Games/Social Media on Cellphones, Eating and Chatting, Reading (different types of reading), and others.



4) Motivation to read

Motivation is the driving force behind doing something in order to attain a goal, and it can come from inside or outside. Similar to reading scientific journals, there is undoubtedly a driving force behind someone's decision to engage in such activity. Most students are urged to read scientific journals because they wish to finish their final projects, theses, or other assignments entirely and accurately in accordance with the lecturer's instructions. External factors, in this case professors and lecture/thesis assignments, motivated 48.4% of respondents to read scientific periodicals. Furthermore, 38.5% of respondents claimed that they were moved to read Scientific Journals because they were curious and wanted to find information and expand their knowledge. Furthermore, 7.7% is influenced by the surroundings, such as friends, family, and society. When they see their friends or relatives reading, it inspires them to do the same. Other reasons were given by the remaining 5.4%.

Based on the respondents' responses to this indicator, it can be inferred that almost all students are interested in reading scientific journals because they believe that these sources will enable them to complete and perfect their current lecture assignments, theses, or final projects. 86.8% of respondents hold this belief.

5) Emotions in reading

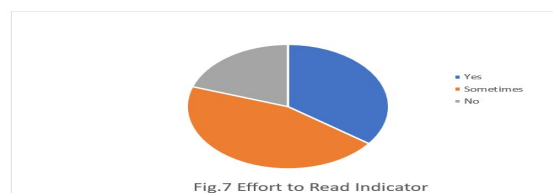
Because of the emotional side of reading, reading a Scientific Journal must be done with seriousness and appreciation in order to really comprehend its contents. Furthermore, in order to effectively absorb the text, the reader must be in a pleasant attitude when reading. When reading a scientific publication, 62% of respondents said they were highly concentrated, earnest, and full of heart, because sometimes it is difficult to understand what they read, therefore they need to repeat and read slowly in order to fully understand. The remaining 2.2% said they did not truly read it, while 35.9% of respondents said they only occasionally took reading seriously. If mood is a factor, then up to 88% of respondents claim that they must always be in a positive frame of mind in order to comprehend the material in the scientific publications they read.

6) Effort to read

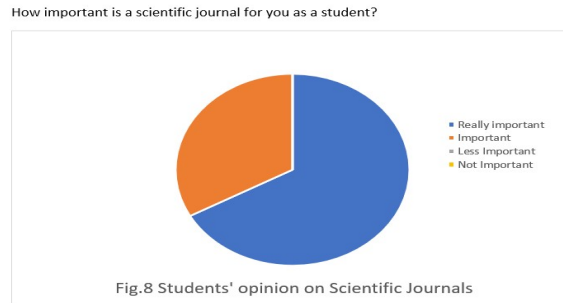
When we want to achieve something, we must put forth effort. The same holds true for reading scientific papers. Scientific journals are available in print and online. Many scientific journals, both national and international, can now be accessible via the internet; however, reading these articles requires both time and money.

According to Figure 7, students are not always willing to spend time and money to read scientific journals. 45.1% of respondents admitted that they occasionally just want to give this up for time and money. While 35.2% of respondents said they would be willing to forego time and money in order to read articles from scientific journals. On the other hand, 19.8% of respondents acknowledged that they were not at all willing to make a time or financial sacrifice in order to read scientific journals.

Are you willing to sacrifice money and time to be able to read Scientific Journals?



The knowledge that students can learn from reading a scientific journal is unquestionably not worth the financial and time expenditure. Figure 8 illustrates how the Business Administration Department students came to understand the value of scientific journals for them as students. As is well known, reading Scientific Journals is critical for the growth of thought as an academic. By reading scientific papers in a journal, we can learn new things and keep up with the latest research and breakthroughs in a variety of subjects. As students, the benefits of reading Scientific Journals include being able to improve analytical skills, enrich ideas and inspiration, and indirectly help them to understand how to compose a scientific work that is both logically and grammatically correct.



Considering the advantages and significance of reading scientific journals, one should study them carefully to fully comprehend their contents. If the publication being read is an international journal written in a foreign language (English), an attempt must be made to grasp the contents by translating it. According to Figure 4.13, half of all respondents (56%) always try to translate it, whereas 26.4% only try occasionally and 17.6% never try to translate it.

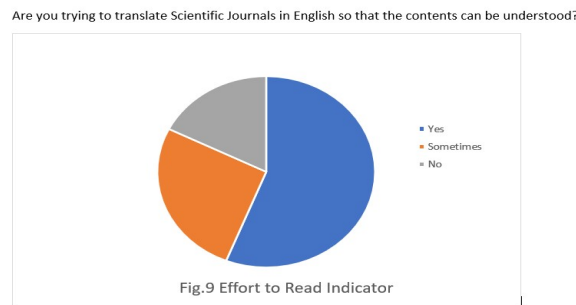


Table 1. Students' interest in reading scientific journals

Reading Interest Indicator	Percentage of Respondents Positive Response	Title-Rating of Reading Interest
Pleasure Feeling	46,7%	Low
Concentration	62,1%	Moderate
Use of Time	20,9%	Low
Motivation to read	78,55%	High
Emotion in reading	75,25%	Moderate
Effort to read	45,6%	Rendah

The average percentage, 54.85, falls into the moderate category based on respondents' responses to each indicator that results in a favorable answer on reading interest. Therefore, it can be argued that students studying business administration still have a medium level of interest in reading scientific journals.

C. Factors that influence interest in reading scientific journals among students majoring in Business Administration of Kupang State Polytechnic

Triatma (in Mumpuni & Nurbaeti, 2019)[18] divides the elements that influence a person's reading interest into two categories: internal and external factors. A person's internal factors include things like age, IQ, reading proficiency, attitude, psychological needs, and gender. External factors, on the other hand, are influences that come from outside the person, such as socioeconomic status, the availability of facilities, and the influence of parents, peers, or lecturers. The findings of this study

demonstrate that external factors, in this case the lecturer factor, have the greatest impact on students' willingness to read academic journals. Students are encouraged to study scientific publications as a result of the lecture assignments, final assignments, and theses that are being worked on.

Even though their lecturers and the requirements of their courses are the primary motivators for them to read scientific journals, they are still driven by internal factors, such as their own curiosity, which drives them to keep trying to read and comprehend the journals they are reading so that their desire for knowledge and information might be fulfilled.

V. CONCLUSION

This study was conducted using six indicators of reading interest. The Motivation to Read indicator had the largest percentage of positive replies among the six indicators, while the Use of Time indicator had the lowest. This implies that students are already motivated to read, but this is not combined by good and consistent reading time management. As a result, it can be inferred that interest in reading Scientific Journals for Business Administration students remains Moderate.

Students should therefore continue to get guidance on how to use their time in a more productive manner. Lecturers might also encourage students to read books through tasks such as book reviews, journal reviews, and mini research. Additionally, lecturers should let students know about the Department of Business Administration's Scientific Journal so that they can read it and be inspired to submit their own research for publication because based on the research's findings, 60.4% of respondents said they had never heard of, never accessed, and certainly had never read the department's Scientific Journal.

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