



A Meta-Analysis: Factors Affecting Students' Reading Interest in Indonesia

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Abstract

Competition in the era of the industrial revolution must be balanced with the ability and reliable skills in processing and utilizing various sources of information. One effort to bring up this ability is through reading activities. In the field of education, UNESCO data shows that interest in reading especially students in Indonesia is still very low. This is proven, reading interest of Indonesian people is only 0.001%. It means, out of 1,000 Indonesians, only 1 person is avid reader. Another research, titled World's Most Literate Nations Ranked conducted by Central Connecticut State University in March 2016, Indonesia ranked 60 out of 61 countries related to reading interest, right under Thailand (59) and above Botswana (61). Meanwhile, assessing aspects of infrastructure to support reading activities, Indonesia's ranking is above that of European countries. One of the factors that influence it is the inappropriate use of information technology in supporting learning success. Sophisticated technology is only used for playing (games) and surfing on social media. the purpose of this study is to analyze the things that affect reading interest. The method used is a meta-analysis research by reviewing 15 articles in national journals that were updated starting in 2018, 2019, and 2020. The research results showed that there were 3 things that influenced reading interest. They are literacy, technology, and library infrastructure. Reading literacy is an important factor in fostering interest in reading while library technology and infrastructure are supporting media in motivating readers. The existence of familiar social media such as smartphones should be used by students to support reading activities. The use of the internet is positively directed as an effort to increase students' reading interest.

Keywords: *Meta-Analysis; Reading Interest; Literacy; Technology; Library*

Introduction

Being smart, creative, selective, and innovative in processing various sources of information became important factors in following the development of the Industrial Revolution 4.0 era. Such information can certainly be obtained by reading and accessing from various available sources. So that growing reading interest is an important factor that must be done. Reading is seen as an important component for school success and students need good reading skills to understand and learn diverse material in the classroom (Musfiroh & Listyorini, 2016).

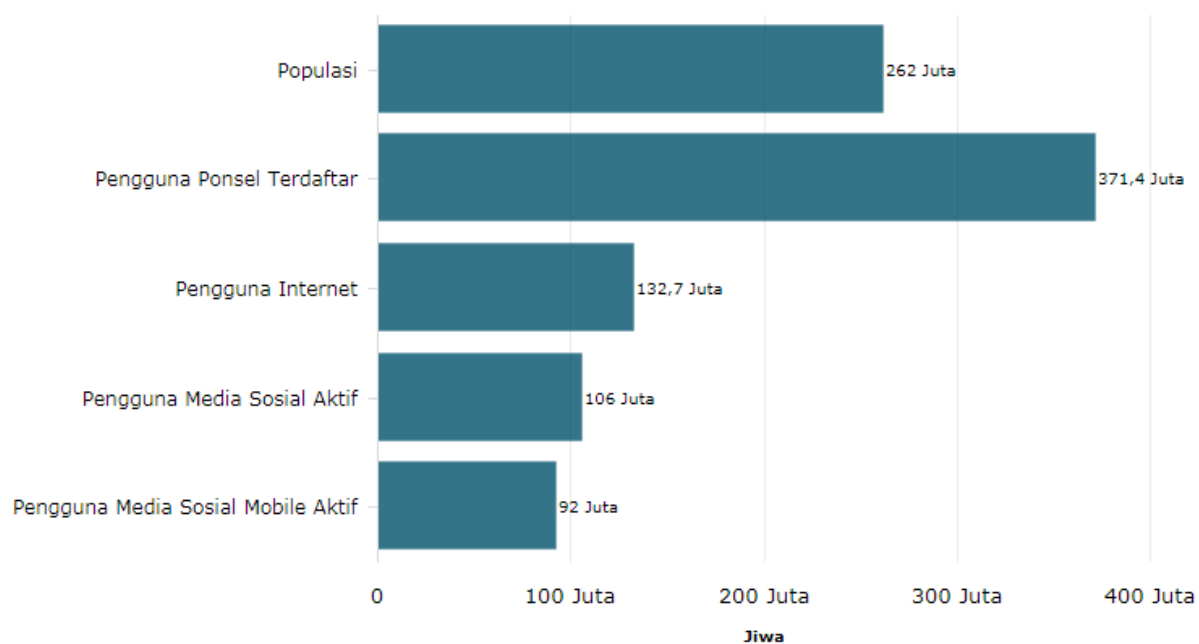
Reading is very important for human life. Book reading activities are cognitive activities that include the process of absorbing knowledge, understanding, analyzing and evaluating (Metsapelto, RL, et, all., 2017). Reading has an important social role in human life. In addition, reading is the main capital for the progress of a nation, because most of the educational process depends on the ability and awareness of reading. In reading activities, there are two aspects that need to be considered, namely interest (a combination of desires, volition and motivation) and reading skills, namely eye skills and mastery of reading techniques with the goal of achieving efficient reading habits (Maulidia, WE (2018).

Interest in reading can be interpreted as a tendency of a high heart to a particular reading source (Springer, SE, et., All., (2017). The purpose of fostering interest in reading is to create a reading society, learning society in the context of educating the life of the nation which is characterized by the creation of quality human resources (HR) as tools for national development towards civil society. The growth of children's interest reading will cause reading habits to develop and increase reading skills. In addition, by reading it opens up insights, increases knowledge and skills and increases creativity so that children are more eager to continue reading (Kikas, E., et., All., 2018).

However, the data shows that students' interest in reading is still low in Indonesia. UNESCO data states that Indonesia ranks second from the bottom on world literacy, this means that interest in reading is very low. Data shows that Indonesian people's reading interest is very alarming, only 0.001%. That is, out of 1,000 Indonesians, only 1 person is avid reader. Different research titled World's Most Literate Nations Ranking conducted by Central Connecticut State University in March 2016, Indonesia was ranked 60 out of 61 countries about reading interest, just below Thailand (59) and above Bostwana (61). In fact, in terms of infrastructure assessment to support reading, Indonesia's ranking is above that of European countries (Evita Devega. 2019) and Miller, JW (2016).

Pengguna Ponsel dan Penetrasi Media Sosial (Jan 2017)

Sumber : We Are Social, 2017



Source: We Are Social, 2017

e 1. Mobile User and Social Media Penetration (Jan 2017)

Based on Figure 1, reading interest in Indonesia is still low. However, according to wearesocial.sg source data, internet users in Indonesia reached 132.7 million with penetration of around 51 percents of the population. Active social media users reached 106 million with penetration of around 40 percents, and active social media users reached 92 million or around 35 percent of the population (databoks.katadata.co.id. 2019). From this description, it can be concluded that the low interest in reading is caused by technological developments.

Children's reading interest is strongly influenced by the surrounding environment. Therefore, reading interest needs to be instilled and fostered since the child was a child. The family is the earliest and dominant environment in instilling and growing and fostering children in their reading interest (Najamiah, N., 2017). In this meta-analysis research, a deeper study was carried out on other factors affecting reading interest other than technological factors. This meta-analysis study was carried out with the aim to analyze the variables that affect reading interest. It is hoped that this research can be useful as a study in determining steps and solutions to the low reading interest of students in Indonesia.

Research Methods

This research uses a meta-analysis method by reviewing several articles in national journals. This type of research used in this research is quantitative descriptive research (Ulum, 2011), namely research that aims to explain something through a previous study. The method used is meta-analysis by reviewing several articles in scientific journals. This study uses 15 articles in national journals in 2018, 2019, and 2020 with a unit of analysis on matters affecting reading interest in Indonesia in the last 3 years. Thus, the type of data used in this study is secondary data, that is data obtained from other parties in the form of ready-made or published data, and this data is time series.

The instrument in this meta-analysis is carried out with a coding category sheet (coding category) (Asror, AH (2016, February). Variables used for coding and producing information needed in calculating matters affecting reading interest such as the name of the researcher and the year of research, the title of the study, the education level of the research subject, the material used in the study, the type of media used, the independent variables, and research dependent variables. The effect's magnitude of a variable on other variables used the size of the effect size. The effect size criteria are:

- a. effect size ≤ 0.15 negligible effect
- b. $0.15 < \text{effect size} \leq 0.40$ small effect
- c. $0.40 < \text{effect size} \leq 0.75$ medium effect
- d. $0.75 < \text{effect size} \leq 1.10$ high effect
- e. $1.10 < \text{effect size} \leq 1.45$ very high effect
- f. $1.45 < \text{effect size}$ high effect

Results and Discussion

Mapping conducted on variables that affect reading interest in 2019 and 2020. Mapping that conducted produced a description that there are 3 things that affect reading interest, namely literacy, technology, and library infrastructure. The analysis results can be explained as follows:

a. Effects of Literacy

The first research analysis is conducted by Dafit, F., Mustika, D., & Melihayatri, N. (2020). In this study, the data was taken by distributing questionnaires to students' interest in reading books. Next,

the answers to each question will be analyzed. The results obtained are the results that the literacy corner program has a significant influence on students' reading interest. The average reading interest of the students is 107.39 with a good category and has a percentage of 83.89%. Literacy corner program gives an influence on students' reading interest viewed from aspects of enthusiasm in reading books, awareness as a student to read books, awareness of the importance of books, interest in reading books, interest in the books, utilizing time to read books, choosing reading books, desires looking for sources to read books. Students' reading interest is also closely related to students' awareness to read. If the students are aware of reading it and it will increase knowledge, students' interest in reading will also increase.

Analysis of the second study conducted by Pradana, FAP (2020) showed that in increasing reading interest, it was necessary to make a habit of doing it. Literacy is a person's ability and skill in reading, writing, speaking, counting, and also solving problems in daily life. Therefore, habituation is the right way to increase interest in reading. The method used by accustoming students to read for 15 minutes before learning begins. In this research, the Corner Reading facility is used as a place for students to read like a library. This Reading Corner is designed as comfortable as possible with a collection of up to date and interesting books. Therefore, the Reading Corner can be used by the students while resting and leisuring time during learning. The reading corner is also designed and arranged as neatly as possible in order to making the students feel comfortable to read. The books on the reading corner shelves are also variant, which consists of textbooks, illustrated folklore, novels, children's story books, poetry and poetry collections, magazines, encyclopedias, and so on. The use of reading corners has a positive impact, which can foster students' interest in reading. It can be proven by the number of students who read after the creation of the reading corner. In addition, the reading corner can also increase students' creativity. Finally, students will be comfortable and accustomed to reading activities.

Analysis of the third study conducted by Putri, ARS (2019) found that in increasing reading interest through a 15-minute literacy program. Before there was a 15 minutes' literacy activity only 9 students liked to read, but after the 15 minutes' literacy activity, there were 17 students who liked to read. Learners also already have an awareness that as a student has a must to read books. The results of the analysis show the factors that influence interest in reading, namely (1) internal factors or in students, students have less attention to books, do not get a feeling of pleasure or interest in books, and lack of motivation from within students. (2) External factors consist of the teacher's role. The teacher plays an important role in increasing students' reading interest. The efforts that can be made by the teacher are to provide an understanding that by reading books knowledge will increase and insight will become wider and also become an example of reading for students. And the learners always guide students according to their respective characteristics.

The fourth research analysis conducted by Tarmidzi, T., & Astuti, W. (2020) found that increased reading interest was carried out by applying the CLRC (Cirebon Leader's Reading Challenge) literacy activity. CLRC activities are literacy activities using challenges and books that students read based on their own desires, and students not only read books but students can also write by making a review of stories, flip charts, infographics, reviews, and others. The success of students in completing challenges well and getting awards shows that elementary students' reading interest becomes better.

Analysis of the fifth study conducted by Salma, A. (2019) found that there was a positive impact of the School Literacy Movement program on students' reading interest, through the calculation of the reading interest questionnaire from students who were classified as high. Data is collected by observation technique. In practice, the students read silently then read aloud and tell stories. Some students are asked to come forward by the teacher to read aloud and there are also some students who are asked to tell stories. The interview results found that students were very happy in participating in this literacy activity. The condition of students' reading interest also increased with the School Literacy Movement. The reading habit that is carried out every day will certainly have a positive impact on students. Positive

impacts in the form of increasing academic learning outcomes are beginning to be seen. The attitude of the confidence when reading and telling stories also began to appear. The facilities used to support this Literacy activity are the supply of books in the form of learning and non-learning books, libraries and collaboration between schools and regional libraries.

Based on an analysis of these journals, it is important to increase the awareness and enthusiasm of students in developing reading literacy. If it is viewed from its understanding, reading liability is the ability to understand, use, and reflect text through direct involvement to gain knowledge in order to achieve certain goals and to participate in society (Morocco, 2008). Various efforts in improving this literacy culture are quite diverse such as: (1) establishing Literacy Corner which contains reading materials, (2) accustoming students to read for 15 minutes before learning begins, (3) the method of assigning reading assignments by the teacher continuously, (4) implementing the CLRC (Cirebon Leader's Reading Challenge) literacy activity which contains reading challenges and appreciation for readers, and (5) starting School Literacy Movement program that is integrated in teaching process.

b. Technology Influence

The first research analysis conducted by Setiyadi, B., & Sarinah, S. (2019) found that there was a joint effect between smartphone variables and reading interest on academic achievement by 14.8%, while the rest (100% - 14, 8% = 85.2%) influenced by other causes. So it can be concluded that there is an influence of smartphones and reading interest on students' achievement. The proper use of smartphones and the reading interests have a profound effect on learning achievement. Smartphone can be an alternative reading media besides books or paper-based media. By using a smartphone, students can access sources of reading, literature, theories or the latest journals quickly and efficiently. Smartphones can overcome the limitations of students in accessing libraries or books that are difficult to obtain. Smartphones have the ease of getting readings in the form of e-books, e-journals and others so that they can meet students' interest in reading and overcome the limitations and obstacles to getting reading resources in the form of books in the library. It is a good reading interest and the proper use of smartphones to support interest in reading.

A second research analysis conducted by Umroh, NS, Adi, EP, & Ulfa, S. (2019) found that students were more interested in reading and remembering material using multimedia tutorials rather than just using textbooks therefore to improve their learning outcomes after using multimedia. Multimedia tutorials that are interactive and designed to be interesting and easy to operate can direct children's hyperactive activity toward more meaningful learning. Multimedia tutorials can involve children interacting with the material directly through computer technology. The children who are directly involved in learning will experience meaningful learning and the received information will be stored in long-term memory.

The third research analysis conducted by Julita, R., & Marwan, M. (2019) found that there was a positive and significant influence on the use of the internet in learning, reading interest and time management together on learning outcomes. However, in this study it was found that students were more likely to use the internet to communicate with others such as social media while the use of the internet to search for information such as adding reading references related to lessons was still low.

Analysis of the fourth study conducted by Idhamani, AP (2020) found that (1) the role of libraries began to be displaced by the development of information technology (2) libraries are very important for education (3) difficulties for a librarian to restore student reading interest. Another finding was found that it is very difficult to restore students' reading interest in the midst of the increasingly rapid development

of technological media. Social media is easily accessible to all members of the community so that it is an obstacle for librarians to restore student interest in reading.

Analysis of the fifth study conducted by Ghofur, A., & Rachma, EA (2019) found that the interest in reading in the Lamongan Regency community in 2019 was 64.71%. Many people who read, but it apparently prefers to read via internet with the media Mobile or Smartphone than on laptops and computers. Based on data analysis, it is known that most respondents access the internet through mobile phones or smartphones, as many as 91.13%, the other respondents said they often access the internet using laptops as much as 6.48%, then using devices in tablet form as much as 2.05%, and the rest of the respondents access the internet using a computer, which is as much as 0.34%. When viewed from the content accessed, respondents prefer reading news with a percentage of 27.99%, reading social media of 25.94%, education field of 18.09%, entertainment like games and movie of 9.90%, and the others for something else.

Analysis of the factors that affects reading interest, namely technology. Advances in technology and information certainly affect all aspects of life, especially in reading interest. Many ways can be done to increase reading interest, especially through technology, including: (1) by utilizing smartphone media, (2) utilizing interactive multimedia tutorials with attractive designs, and (3) utilizing internet media. Based on this description, it is from the positive side that technology can increase interest in reading. Through technology, students can access various sources of reading quickly wherever and whenever, accessing literature, journals, and theories efficiently. Even books that are difficult to obtain can be overcome through the use of technology. However, there are also many positive sides to using this technology. Students instead of accessing reading books but they use technology for entertainment, social media, games, shopping, and others. Even when viewed in terms of access to content, students' interest in accessing educational content is far less than access to social and entertainment content such as games. The need for assistance and efforts that are more focused in helping students increase reading interest by utilizing technology.

c. Influence of Facilities and Infrastructure

The analysis of the first research conducted by Lestari, IA, & Harisuna, NR (2019) found that the form of library contributions in increasing students' reading interest provided the provision of adequate library facilities, such as the development of appropriate collections, services, provision of facilities and infrastructure. Promotion programs and the development of libraries especially programs to increase interest in learning and reading interest in students. However, other findings in this study are that school libraries have not optimized their use as learning resources, for student development, enrichment of subject matter, and deepening of the material taught, monotonous learning is in the classroom, teachers rarely teach in the library. In addition, the low level of the students 'mobility visiting the library. The involvement of the school library in learning activities must still be carried out as an effort to educate students, as conscious and planned to create an atmosphere of learning to actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves and the community.

The second research analysis conducted by Thein, I. (2019) found that there is a positive influence of the availability of facilities on reading interest. Another factor that influences reading interest is the comfort of facilities and services. Comfort and feeling comfortable are done by making the library safe, clean, and neat layout. Whereas the service in question is also concerned with the services of the librarians in helping the difficulty of library visitors.

The third research analysis conducted by Cahyono, H. (2019) found that library management had a significant effect on students' reading interest. This is indicated by the acquisition of the significance value of the results of a simple regression test using SPSS 20 which is smaller than 0.05 which is equal to 0,000. It means that the better management of the school library, the higher students' reading interest. The elementary school library room needs to be arranged in such a way that it has appeal and provides comfort. The library needs to be organized so that students are interested in visiting the library. Of this interest will lead to growing interest in reading books.

Analysis of the fourth research conducted by Nazilatur Rohmah, UMI (2019) found that the condition of library facilities and infrastructure that both affect reading interest. Provision of various library services is to suit the needs of visitors. While the reading interest of visitors based on the results of the questionnaire answers obtained an average score of 4.1 from the range of scores from 0.00 to 5.00 which includes the agreed category. So that the visitors feel the availability of infrastructure can increase the visitors' reading interest. So that if the infrastructure increases, the visitors' reading interest will be higher and on the contrary.

Analysis of the fifth study conducted by Izzati, O.A. et, all (2018) found that there was a related relationship between library collections, library promotion and the quality of library services to reading interest. The results of the library collection are sufficient to indicate that the collection has partially met the expectations, it needs and desires of respondents in utilizing the library collection. In addition, the promotion factor is also one of the important factors so that the library is better known to the public and finally able to provide a positive response. In addition, the quality of service that is polite, welcoming and friendly, will encourage the user community to always enjoy visiting and returning to the library, as a result routine library activities have increased, indicating that there has been an increase in services and traffic more well-known by the public.

The library is a place that provides a variety of reading material, starting at the school, community, regional, and even national level. At the school level, the library functions as a support for the learning process at school therefore as to encourage the realization of the quality of Indonesian education which plays an important role in educating the life of the nation. The existence of the school library is to meet the information needs of the school community concerned, acting as a medium and means to support activities in the learning process at the school level. Good and correct library management is a multi-prerequisite in supporting reading interest including library collections, library and library processing, library services, library facilities and infrastructure. But in reality, there are still many schools that do not pay attention to the administration of the school library, so the school community, especially students are less aware of the existence of the school library to be used as a learning resource centre. Various problems that occur are: (1) a large collection of reading materials that are not up to date and many books are damaged (2) poor and unfriendly librarian services, and (3) poor infrastructure such as the layout of the room, dirty, and uncomfortable.

From 15 articles from the research that have been analysed, the effect size is obtained according to the following Table 1.

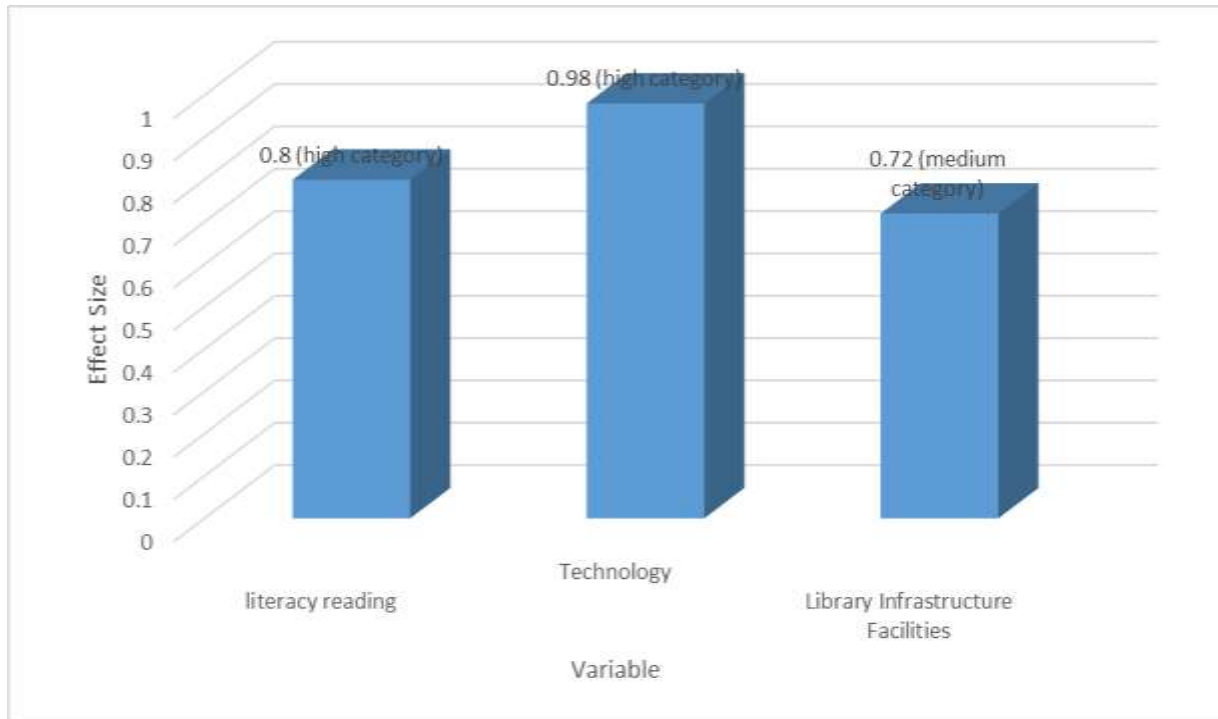


Figure 1. The magnitude of the effect of the independent variable on the bound variable based on the size of the effect size

Based on Figure 1, the results of the meta-analysis according to Table 1 show that technology has a high influence on interest in reading with effect size of 0.98, literacy also gives a high influence with effect size of 0.80, while library facilities and infrastructure have moderate influence effect size of 0.72. It means that the technological and literacy variables have a high influence on reading interest.

Conclusion

Based on the results of the meta-analysis in this study it can be concluded that reading interest is influenced by 3 main things namely: (1) literacy, (2) technology, and (3) library. Reading penetration is an important factor and needs to be added to increase reading interest. Efforts to improve it, namely: (1) establishing Literacy Corner by providing various reading material, (2) habit of reading 15 minutes before learning begins, (3) giving continuous reading assignments by the teacher, (4) applying literacy activities through interesting methods that contain reading challenges and appreciation for readers, (5) implementing various School Literacy Movement programs on a regular and ongoing basis. Utilizing technological developments is the right way and needs to be done to follow existing progress. Reducing the negative impact of using technology is to increase reading interest through (1) using smartphones, (2) utilizing interactive multimedia, and (3) utilizing internet media. Furthermore, it is through improving the quality of library facilities and infrastructure. Various attempts were made namely completing library collections, processing collections and libraries, library services, library facilities and infrastructure. Creating a technology-based library that makes it easy for readers to find reading material, facilitates borrowing methods, and provides good facilities to make readers comfortable.

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