



## The relationship between collection availability and reader interest in reading in the SMA Negeri 8 OKU Library

Ari Fatmawati<sup>1</sup>, Atin Istiarni<sup>2</sup>

<sup>1</sup>Program Studi Ilmu Perpustakaan, Universitas Terbuka, Indonesia

<sup>2</sup>Universitas Muhammadiyah Magelang, Indonesia

### ARTICLE INFO

#### Article history:

Received Oct 5, 2024

Revised Oct 15, 2024

Accepted Jan 30, 2025

#### Keywords:

Library  
Reading Interest  
Users

### ABSTRACT

Libraries can function as a means of reading. Libraries must be able to foster interest in reading through their collections. However, it is very unfortunate that libraries, which play an important role in fostering children's interest in reading, are in poor condition. Therefore, this research aims to find out how the availability of library collections impacts students' interest in reading at SMA Negeri 8 OKU, South Sumatra. So, there are several ways to find out collection availability and reading interest. Relevance, user orientation, completeness, and up-to-date collections are part of collection availability. However, reading interest can be measured through reading pleasure, frequency of books read, and awareness of reading the book. This research is quantitative research that uses explanatory methods. Based on the research results, it can be concluded that there is a significant influence of the availability of library collections on students' interest in reading at SMA Negeri 8 OKU, South Sumatra. This is indicated by a significance value  $< 0.05$  or  $0.000 < 0.05$  with a calculated  $f$  of 153.350 which means it is greater than the  $f$  table of 2.70 with a value of the significance level smaller than 0.05, so the real availability of the Collection (Variable) influences reading interest (Variable Y). Besides that, it can also be concluded that the variable availability of collections has an influence and can be used to predict reading interest.

This is an open access article under the [CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/) license.



#### Corresponding Author:

Ari Fatmawati,

Program Studi Ilmu Perpustakaan,  
Universitas Terbuka,

Jl. Bromo No.29, Binjai, Kec. Medan Denai, Kota Medan, Sumatera Utara 20228, Indonesia

Email: arifatmawati86@gmail.com

## INTRODUCTION

The Human Development Index (HDI) assessment also supports the idea that there is a worrying phenomenon of reading interest among Indonesian youth today. In 2012, Indonesia was ranked 124th out of 187 countries in terms of fulfilling basic human needs, such as education, health, and "literacy." With a population of 165.7 million, this country only publishes 50 million books each year. In this case, there are two large groups that influence students' low reading interest. Namely, internal factors (personal) and institutional factors (institutions). In 2015, the Minister of Education and Culture of the Republic of Indonesia created a movement to read 15 minutes of non-textbook books before school hours started and to procure libraries. The results, according to a release from

the Ministry of Education, Culture, Research, and Technology from the results of the PISA 2022 study, were released on Tuesday (5/12). The results of PISA 2022 show that Indonesia's literacy learning outcome ranking has increased by 5 to 6 positions compared to PISA 2018. This increase is the highest achievement in terms of ranking (percentile) throughout Indonesia's history of participating in PISA. (Sari, 2018)(Tikkinen et al., 2020)(Nasrullah & Tawakkal, 2021)(Campbell & Lavallee, 2020)(Deng et al., 2019)(Lammers et al., 2019)(Lennox et al., 2020).

Education helps people learn more and become good people. By participating in educational activities, everyone has the opportunity to develop their potential and increase their intelligence. According to Article 1 of Law Number 20 of 2003 concerning the National Education System (Sidiknas), "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students are actively able to develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills needed by himself, society, nation, and state." Education must involve educators, students, and facilities and infrastructure. The facility in question is like having a library at school (Yang et al., 2020)(Arniah et al., 2022)(Shimbo & Tendo, 2022)(Jian, 2022).

A library is a source that provides a variety of information arranged systematically that can be accessed by anyone who wants information. As one of the resources that society needs, libraries must help develop society's potential by gaining knowledge from various sources of information available to them. Libraries are handy as a source of information for school residents, as is the case in the school environment. However, libraries in a school environment cannot stand alone because they must operate according to the school's goals and vision. Because collections are the main attraction for users to visit the library (Tunardi, 2018)(Lammers et al., 2019)(Niu et al., 2023)(Zhou & Yin, 2024). Therefore, school libraries must be managed systematically, especially in terms of managing all collections so that the majority of students can use them. In it, apart from books, there are also other printed materials, such as magazines, journals, and non-printed materials, such as films, cassettes, and microfilm (Endarti, 2022)(Wahyuntini & Endarti, 2021)(Santoso, 2021)(Zhu, 2022).

Data from the PNRI (National Library of the Republic of Indonesia) in 2015 shows that the current condition of Indonesian school libraries is very worrying. Of the 254,432 registered schools, consisting of primary and secondary education levels, only 118,599, or 46.61%, or less than half, have school libraries. This shows that only slightly more than half of schools do not have a school library. This is a breakdown of these 254,432 schools based on education level. At the elementary school (SD) level, of the 170,647 registered elementary schools, only 78,432 schools have a school library, or 45.96%. At the junior high school (SMP) level, of the 52,710 registered SMPs, only 24,386 SMPs have a school library, or 46.26%. At the senior secondary school (SMA) level, of the 30,968 registered high schools, only 24,386 junior high schools have school libraries, or 46.26% (Rojas Rojas et al., 2019)(Wu et al., 2021)(Endarti, 2022).

This lack of physical (institutional) environmental factors is a concern to study because it is related to low collection availability. However, this factor influences low interest in reading, but if the collection is sufficient, students will likely have a high interest in reading. Additionally, these findings are confirmed by a 2006 study published in Joseph Sanacore's journal, "Teacher-librarians, teachers, and children as co-builders of school library collections." This research found that one of the factors that can increase students' interest in reading at school is the availability of library collections. Students will be happy with the books provided because the collection service is interesting, encouraging their interest in reading. School libraries must strive to provide the materials students need considering the importance of fostering interest in reading (Rustendi, 2022).

At the beginning of teaching and learning activities in the 2004/2005 academic year at SMA Negeri 8 OKU there was no library management because learning activities were still based on SMP Negeri 11 OKU. OKU State High School 8 under the leadership of PJS principal Mr. Salim

Manurung, S.Pd, in June 2004 - December 2004. After that, it was led by the new Principal, Mr. Drs. Jasir in 2005-2011. At the beginning of the library activities, SMA Negeri 8 OKU did not have its building, but still used the Administration room and was managed by Administration officers. When the library was managed by administrative officers, the library was far from worthy of being called a library. Because it doesn't have a library building, and the collection is still limited. The OKU 8 State High School library was established in 2010, and the library collection was moved to a new library room.

However, as time went by, with the existence of a Head and Library Manager, as well as having a library building, the library progressed more rapidly by the rules of library science. It's just that we don't have a library application yet, due to an inadequate network. So the service system at SMA Negeri 8 OKU is still manual.

Based on observations made by researchers at SMA Negeri 8 OKU, the library of SMA Negeri 8 OKU has 10,230 copies and 155 titles in its collection. Consists of reference collections (such as encyclopedias, dictionaries, and scientific works), book collections, and periodicals in very good overall condition. All students, educators, and users of SMA Negeri 8 OKU can use this collection at school. The OKU 8 Public High School library was established under the school institution and is responsible for providing study materials to students. According to Law Number 43 of 2007 concerning Libraries, school libraries must have a collection of textbooks required for the educational unit concerned in sufficient quantities to serve the needs of students and educators.

Libraries must also connect with students/teachers/users to encourage them to read and foster interest in reading. The school environment has a lot of potential for teaching and familiarizing students/teachers/readers with reading. Apart from that, there are several problems in training and cultivating students/teachers/readers' interest in reading. One of them is not using their free time to read and study. Libraries carry out various activities apart from providing reading services, such as magazines, teaching and learning, and discussions using the library as a source of information. Based on the background that has been described, the author conducted research to determine the relationship between collection availability and the reading interest of users in the library of SMA Negeri 8 OKU.

## RESEARCH METHODS

This research used a quantitative approach with an explanatory type. This type of research was chosen because the author wanted to measure one variable against another, therefore in this research, there was hypothesis testing (Rustendi, 2022). Explanatory research is used to develop and refine theories and has credibility to measure and test the influence, cause, and effect of several variables. The method used in collecting data in this research uses questionnaires as the main source and is supported by literature study and observation. The sampling technique used random sampling to select respondents based on the criteria required by the researcher, these criteria were library students at SMA Negeri 8 OKU, South Sumatra who were aware of the importance of reading as a primary need. Data processing techniques are carried out through several stages, namely editing, coding, and tabulating using SPSS 23.

## RESULTS AND DISCUSSION

The research results show that the library collection of SMA Negeri 8 OKU, South Sumatra is in the good availability category, with an average value for the collection availability variable consisting of collection relevance of 2.85; user orientation of 2.87; collection completeness of 2.90; and collection recency of 2.73. From the description of the average value of each collection availability variable, it can be seen that the highest average value is for the collection availability variable with the most. This shows that the library has a fairly good collection. However, the translation of the average value of the reading interest variable ( $\gamma$ ), namely the frequency of books read is 2.64,

enjoyment of reading books is 2.66, and awareness of reading books is 2.52. From the description of each average value of the reading interest variable ( $Y$ ), it is proven that the highest average value is found in the frequency of reading books of 2.73.

Based on the results of data analysis, an  $R_2$  of 6.42 was obtained, which shows that the influence of the collection availability variable on reading interest is 0.642 or 64.2%, and the remaining 35.8% is influenced by other models outside this research model. The test results also show that the count value obtained is 153.350, which means it is greater than Table 2.70 with a significant level value smaller than 0.05 so that the availability of  $K$  is real. It is possible that  $H_0$  is rejected and  $H_1$  is accepted so that together (simultaneously) there is a significant influence of the independent variable ( $X$ ), namely collection availability, which consists of collection relevance, user orientation, collection completeness, and collection recency on the dependent variable ( $Y$ ), reading interest, which consists of the frequency of reading books, enjoyment of reading, and awareness of reading books in the library.

The results of the research show that the available book collections are relevant to what library users want, in addition, the library provides relevant book collections for use by library users (Martin & Nilawati, 2019)(Syawaluddin & Yanto, 2020)(Hermawan, 2021)(Qudsi & Syaliman, 2024)(Cholifah, 2024). The opinion of Wahyuntini and Endarti (2021) states that every library must be effective in collecting, managing, and presenting collections of library materials for service to users, according to user needs, reinforced by the fact that libraries do not only have to provide or collect book collections; More than that, libraries must develop their collections with various references to ensure that the available book collections are by what users want and that library performance is achieved. According to Santoso (2021), library collections should be relevant to the activities programmed by the library to facilitate the achievement of library performance.

Collections and library are two pillars that are mutually sustainable to maximize the success of the library. Endarti (2022) states that the presence of community members and other users is one of the keys to a library's success. Based on the discussion above, a collection of relevant books can increase interest in reading and provide readers with more information when they visit the library.

Interest in reading is greatly influenced by the availability of library collections. This shows that the library collection of SMA Negeri 8 OKU, South Sumatra is increasingly available to provide reading materials, increasing interest in reading. This shows that if the library of SMA Negeri 8 OKU, South Sumatra increases the number and quality of its collections, the interest of users in reading and using reading materials in the library will increase. To increase readers' interest in reading, further attention must be paid to the availability of library collections.

The OKU 8 State High School Library, South Sumatra continues to strive to increase readers' reading interest by increasing its collection. However, the relationship between collection availability and library reading interest is still weak. In other words, the availability of a collection shows that it meets the needs of readers and can be accessed whenever they need it. This means that library collections must be complete, diverse, and large enough to meet the demand to increase reading interest.

## CONCLUSION

The results of the research show a strong relationship between interest in visiting the library at SMA Negeri 8 OKU, South Sumatra, and the availability of book collections. This strong relationship indicates a positive relationship. The library at SMA Negeri 8 OKU, South Sumatra has a collection that can be a library strength because it has educational, informational, and entertainment functions. This study found a significant relationship between book collections and readers' reading interest in the library of SMA Negeri 8 OKU, South Sumatra. This relationship is very strong, indicating that the available book collection is very relevant, as shown by the positive response with the highest score on the indicator of the suitability of the book collection to the

demographics of the users. The available book collection indicators aimed at meeting user needs have a positive response. The relationship, which is at a moderate level, shows that the available book collections are sufficiently oriented to the needs of the library. Librarians have carried out analyses and found out what librarians need to develop book collections.

## References

- Arniah, A., Ahmad, R., & Jannah, M. (2022). Peran Guru dalam Meningkatkan Karakter Kedisiplinan Siswa Madrasah Ibtidaiyah. *Jurnal Basicedu*, 6(5), 8626–8634.
- Campbell, A. C., & Lavalley, C. A. (2020). A community of practice for social justice: Examining the case of an international scholarship alumni association in Ghana. *Journal of Studies in International Education*, 24(4), 409–423.
- Cholifah, N. (2024). Motivasi Pemustaka Dalam Memanfaatkan Layanan Perpustakaan Umum (Studi Deskriptif Pada Dinas Perpustakaan Dan Kearsipan Kabupaten Gresik). *LIVRE: Jurnal Perpustakaan Dan Informasi*, 1(1).
- Deng, Y., Kelly, G. J., & Deng, S. (2019). The influences of integrating reading, peer evaluation, and discussion on undergraduate students' scientific writing. *International Journal of Science Education*, 41(10), 1408–1433.
- Endarti, S. (2022). Perpustakaan sebagai tempat rekreasi informasi. *ABDI PUSTAKA: Jurnal Perpustakaan Dan Kearsipan*, 2(1), 23–28.
- Hermawan, D. (2021). Komparasi proses pengadaan bahan pustaka dalam pengembangan koleksi perpustakaan perguruan tinggi. *Pustaka Karya: Jurnal Ilmiah Ilmu Perpustakaan Dan Informasi*, 9(2), 59–70.
- Jian, Y.-C. (2022). Using an eye tracker to examine the effect of prior knowledge on reading processes while reading a printed scientific text with multiple representations. *International Journal of Science Education*, 44(8), 1209–1229.
- Lammers, A., Goedhart, M. J., & Avraamidou, L. (2019). Reading and synthesising science texts using a scientific argumentation model by undergraduate biology students. *International Journal of Science Education*, 41(16), 2323–2346.
- Lennox, R., Hepburn, K., Leaman, E., & van Houten, N. (2020). 'I'm probably just gonna skim': an assessment of undergraduate students' primary scientific literature reading approaches. *International Journal of Science Education*, 42(9), 1409–1429.
- Martin, M., & Nilawati, L. (2019). Recall dan Precision Pada Sistem Temu Kembali Informasi Online Public Access Catalogue (OPAC) di Perpustakaan. *Paradigma-Jurnal Komputer Dan Informatika*, 21(1), 77–84.
- Nasrullah, N., & Tawakkal, T. (2021). Peran "Rumah Baca Kolong" dalam Meningkatkan Minat Baca Masyarakat Dusun Maccini Kecamatan Bangkala Kabupaten Jenepono. *Maktabatun: Jurnal Perpustakaan Dan Informasi*, 1(2), 66–72.
- Niu, C., Liao, S., & Sun, Y. (2023). African students' satisfaction in China: from the perspectives of China-Africa educational cooperation. *Journal of Studies in International Education*, 27(2), 298–315.
- Qudsi, D. H., & Syaliman, K. U. (2024). Pengembangan Sistem Pengelolaan Koleksi Buku Perpustakaan. *Jurnal Informatika Terapan*, 1(1), 7–12.
- Rojas Rojas, S. P., Meneses, A., & Sánchez Miguel, E. (2019). Teachers' scaffolding science reading comprehension in low-income schools: how to improve achievement in science. *International Journal of Science Education*, 41(13), 1827–1847.
- Rustendi, T. (2022). PENDEKATAN KUANTITATIF DALAM STUDI KASUS PADA PENELITIAN BIDANG AKUNTANSI. *JURNAL AKUNTANSI*, 17(1), 24–37.
- Santoso, J. (2021). Kemas ulang informasi koleksi perpustakaan sebagai upaya pemenuhan kebutuhan informasi para pemustaka. *ABDI PUSTAKA: Jurnal Perpustakaan Dan Kearsipan*, 1(2), 67–72.
- Sari, C. P. (2018). Faktor-faktor penyebab rendahnya minat membaca siswa kelas IV. *Basic Education*, 7(32), 3–128.
- Shimbo, A., & Tendo, M. (2022). Creating cultural resources and reading: A case study of a public library and invisible parental pedagogy in Tokyo. *International Journal of Educational Research*, 113, 101970.
- Syawaluddin, M., & Yanto, Y. (2020). Analisis Kebutuhan Pemustaka Melalui Metode Request Book di Perpustakaan SMAN Sumatera Selatan. *TADWIN: Jurnal Ilmu Perpustakaan Dan Informasi*, 1(2), 96–104.
- Tikkinen, S., Korkeamäki, R.-L., & Dreher, M. J. (2020). Finnish teachers and librarians in curriculum reform. *International Journal of Educational Research*, 103, 101615.
- Tunardi, T. (2018). Memaknai peran perpustakaan dan pustakawan dalam menumbuhkembangkan budaya

- literasi. *Media Pustakawan*, 25(3), 65-end.
- Wahyuntini, S., & Endarti, S. (2021). Tantangan digital dan dinamisasi koleksi dalam pemanfaatan koleksi perpustakaan bagi prestasi belajar mahasiswa. *ABDI PUSTAKA: Jurnal Perpustakaan Dan Kearsipan*, 1(1), 1-6.
- Wu, C.-J., Liu, C.-Y., Yang, C.-H., & Wu, C.-Y. (2021). Children's reading performances in illustrated science texts: Comprehension, eye movements, and interpretation of arrow symbols. *International Journal of Science Education*, 43(1), 105-127.
- Yang, L., Borrowman, L., Tan, M. Y., & New, J. Y. (2020). Expectations in transition: Students' and teachers' expectations of university in an international branch campus. *Journal of Studies in International Education*, 24(3), 352-370.
- Zhou, S., & Yin, J. (2024). International Students' Social Media Use: An Integrative Review of Research Over a Decade. *Journal of Studies in International Education*, 10283153241275036.
- Zhu, Y. (2022). Reading matters more than mathematics in science learning: An analysis of the relationship between student achievement in reading, mathematics, and science. *International Journal of Science Education*, 44(1), 1-17.