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THE INFLUENCE OF LIBRARY COLLECTIONS ON THE READING INTEREST OF JUNIOR HIGH SCHOOL STUDENTS

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Abstract

The library at Muhammadiyah 8 Middle School, Bandung, has not been followed by high interest in reading among students. This study aims to analyze condition of library collections, analyzing the level of students' interest in reading, and analyzing the magnitude of the influence of library collections on participants' reading interest students at Muhammadiyah 8 Junior High School, Bandung. The research used a descriptive approach. quantitative with a causal descriptive design. Data were collected through a questionnaire Likert scale, observation, and documentation of 75 students in grades 7 and 8 selected using proportional random sampling technique from a population of 300 students, then analyzed using simple linear regression. The result of the study shows that the library collection is in the high category (average 3.56), while students' reading interest is in the sufficient category (average 3.28), with an interesting gap between the high affective dimension and the still low behavioral dimension. Regression analysis produces the equation $\hat{Y} = 6.399 + 0.917X$ with F count 64.727 and t count 8.045 (Sig. 0.000 < 0.05), which proves that there is a positive and significant influence on library collections on reading interest. The coefficient of determination (R^2) value of 0.470 indicates Library collections contribute 47.0% to participants' reading interest education, while the remaining 53.0% is influenced by other factors outside this research. It can be concluded that the gap between high pleasure/interest with active involvement is still low, it becomes a critical point that needs to be addressed. intervened, so that the quality and currency of the collection increases libraries need to be integrated with strategies that encourage active reading behavior.

Keywords: Library Collection; Reading Interest; School Library; Participants Educate

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A. Introduction

The school library is a learning resource center that plays a role strategic in growing students' interest in reading, because the collection is availability is the main factor that determines the quality of information services. for its users (Hartono, 2006) . However, the availability of collections that are the quantity has met the National Library Standards (SNP) apparently is not always directly proportional to the high level of students' interest in reading. This condition can be seen at Muhammadiyah 8 Middle School, Bandung, which already has 2,511 book collections (917 fiction and 1,333 non-fiction), but based on the results Initial interviews with library staff revealed a number of problems fundamental, namely that students have read almost the entire collection available, difficulty finding the required title, and the collection considered less relevant to their interests. Low literacy achievement reading of Indonesian students as reflected in the data Program for International Student Assessment (OECD, 2022, 2023) further emphasizes that the problem of the gap between the availability of This collection and reading interest is current and urgent to be studied further. further, especially at the religious-based junior high school level, which is not yet widely available. touched by similar research.

Study of the relationship between library collections and reading interest has been done a lot, but has shown mixed results. (Kosasih, 2009) found that the availability of collections influences interest. visits and user reading interest. On the other hand, (Nurhalimah & Suryadi, 2021) found that the number of collections that had met the standards was not immediately increase students' interest in reading, while (Rahayu & Marlina, 2020) highlights the physical condition of the worn out collection as causes of low interest in reading. (Prastowo, 2018) emphasizes the limitations diversity of collection types as an inhibiting factor, whereas (Sopwandin et al., 2019) examined collection problems from a management perspective. libraries at the Madrasah Aliyah level without measuring them quantitatively the magnitude of the influence of collections on reading interest. In the context of different, (Rustan et al., 2022) found that book collections also contribute to the interest of readers visiting the university library high, while (Komalasari et al., 2023) highlighted the importance of digital transformation of library collections for generation Z without measuring its quantitative influence on the reading interest of students at the elementary level medium. The difference in findings indicates that the relationship between the collection libraries with reading interests are still not consistently understood, so that this research specifically measures the magnitude of the influence of the collection, both in terms of quantity and type, regarding the reading interests of students in junior high schools Muhammadiyah 8 Bandung as a context that has never been studied previously.

This research is expected to provide theoretical benefits for development of library science and education, especially in strengthen understanding of the influence of library collections on students' reading interests. Practically, the research results can be the basis evaluation for schools to improve the quality of library collections and literacy program, as well as being a reference for other researchers who study similar topics in different contexts.

B. Methods

This research uses a quantitative approach, namely an approach that measures research variables numerically and testing the relationship between variables through inferential statistical analysis. The research design used is descriptive causal, which aims describe the condition of each variable while testing and measure the magnitude of the influence of library collections (variable X) on students' reading interest (variable Y).

The research was conducted at Muhammadiyah 8 Middle School, Bandung since November 2025. This location was chosen because the school already has collections that quantitatively meet National Library Standards, but it has not been followed by a high level of interest in reading among students, so that relevant to be studied as a field case study.

Subjects Primary data sources were obtained from Likert scale questionnaires, observation and documentation. The research subjects were 75 students grades 7 and 8 were selected using proportional random sampling technique from a population of 300 students using the Slovin formula. Data collection technique Data was collected using three techniques, namely: (1) a scale questionnaire Likert consisting of 13 items for the library collection variable (X) and 15 items for the reading interest variable (Y); (2) observations of conditions physical and management of library collections; and (3) documentation in the form of data on the number and type of collections and school profiles.

The validity of the data is tested through a validity test using correlation. Pearson Product Moment and reliability test using Alpha Cronbach. All questionnaire items for variables X (13 items) and Y (15 items) declared valid and reliable, so that the instrument is suitable for use for research data collection.

The research stages include: 1) initial observation and interviews introduction to identify the problem; 2) preparation and trial instruments; 3) distribution of questionnaires to research samples; 4) tests classical assumptions (Kolmogorov-Smirnov normality and linearity); 5) analysis descriptive analysis to determine the category of each variable; 6) linear regression analysis simple and hypothesis tests (t-test and F-test) to test the significance influence; and 7) calculation of the coefficient of determination (R^2) for knowing the magnitude of the contribution of variable X to Y.

C. Results and Discussion

The research instrument in the form of a questionnaire with a Likert scale was distributed to 75 students of Muhammadiyah 8 Middle School Bandung to measure library collection variable (X) which consists of 13 statements and reading interest variable (Y) which consists of 15 statements. Before used, all instrument items were tested for validity and reliability using the SPSS 22 program. The results of the validity test on 42 respondents shows that all items in both variables have a value $r_{\text{Calculate}}$ is greater than r_{Table} (0.304), so all items are declared valid. The results of the reliability test show the Cronbach's Alpha value of 0.884 for variable X and 0.850 for variable Y. Both values are above the threshold of 0.6 so it is classified as reliable perfect, which means the instrument is suitable for use for data collection research data.

Descriptive statistical analysis was conducted to obtain an overview general each variable based on four indicators in each variables. The recapitulation results are presented in Table 1.

Table 1. Summary of Research Variable Descriptions

Variables / Indicators	Category	Mean
Library Collection (X)		
Relevance to user needs	3.62	Tall
User-oriented	3.62	Tall
Completeness of the collection	3.78	Tall
Collection updates	3.24	Enough
Total Variable X	3.56	Tall
Reading Interest (Y)		
Feeling happy	3.57	Tall
Student attention	3.05	Enough
Student interest	3.64	Tall
Student involvement	2.89	Enough
Total Variable Y	3.28	Enough

Source: Excel Data Processing Results, 2026

Table 1 shows an interesting finding to note: the collection the library as a whole is in the "High" category (average 3.56), with the highest score on the collection completeness indicator (3.78) and the lowest score on the collection up-to-date indicator (3.24). Meanwhile, on the interest variable reading, affective indicators of feelings of pleasure (3.57) and student interest (3.64) is in the high category, but the behavioral indicators student attention (3.05) and student involvement (2.89) were

only in the category enough. The gap between the affective dimension and the behavioral dimension is what is the most prominent finding of this study, because it shows that The potential for students' interest in reading is actually large, but it has not yet been realized in active reading behavior.

Before hypothesis testing is carried out, a test is first carried out classical assumptions that include normality tests and linearity tests. Normality tests using the One-Sample Kolmogorov-Smirnov Test produces a value Asymp. Sig. (2-tailed) is 0.200 which is greater than 0.05, so the data The residuals are stated to be normally distributed. The linearity test shows a Sig. value. in the Deviation from Linearity row of 0.347 which is also greater than 0.05, so that the relationship between library collections and reading interest is stated linear. With the fulfillment of these two assumptions, linear regression analysis simple can be continued.

The results of hypothesis testing through simple linear regression analysis, F test, t-test, and coefficient of determination test are presented in Table 2.

Table 2. Results of Research Hypothesis Testing

Statistical Test	Value	Description
F count (F test)	64.727	Sig. 0.000 < 0.05 (Significant)
t count (t test)	8.045	t table = 1.993; Sig. 0,000
Constant (a)	6,399	-
Regression coefficient (b)	0.917	Positive
Correlation coefficient (R)	0.686	Moderate correlation
Coefficient of determination (R ²)	0.470	Contribution 47.0%

Source: SPSS 22 Data Processing Results, 2026

Based on Table 2, the regression equation obtained is $\hat{Y} = 6.399 + 0.917X$ which means that every increase of one unit in the library collection score will increased students' interest in reading by 0.917 units. The calculated F value of 64.727 with a Sig. of 0.000 indicates that the regression model is significant. The calculated t value of 8.045 is greater than the t table of 1.993 with Sig. 0.000 is smaller than 0.05, so H_0 is rejected and H_a is accepted; this means the collection The library has a positive and significant influence on participants' reading interest educated. The R Square value of 0.470 indicates that the library collection able to explain 47.0% of the variation in students' reading interests, while 53.0% the remainder is explained by other variables outside this study.

Library Collection at Muhammadiyah 8 Middle School, Bandung

The average value of the library collection variable is 3.56 in the category high answer to the first problem formulation regarding the condition of the collection library at Muhammadiyah 8 Middle School, Bandung. This finding is in line with definition (Al Rosid, et. al, 2022; Darmono, 2007) that library collections are materials libraries that are collected, processed, and presented to meet needs Library information. This school has 917 fiction books and 1,333 books non-fiction, which reflects the library's efforts to meet the needs information and recreation for students, as emphasized (Sutarno, 2006) that school library collections must be aligned with the curriculum and students' learning needs. Three of the four indicators, namely relevance towards user needs, orientation towards user needs, and completeness of the collection, is in the high category, while the currency the collection is only categorized as sufficient (3.24) and is a weak point that needs to be addressed. received attention. This condition is consistent with the view (Sutarno, 2006) that weeding and collection renewal activities are very important quality of library services, and in line with the findings (Fitriani & Hidayat, 2022) and (Hasanuddin et al., 2024) that the development of collections and library facilities that are oriented towards student interests contribute real impact on the quality of school literacy services.

Students' Reading Interests

The average value of the reading interest variable is 3.28 in the sufficient category. answer the second problem formulation. Interestingly, indicators that are affective, namely feelings of pleasure (3.57) and student interest (3.64), are in the high category, while the behavioral indicators, namely student attention (3.05) and student involvement (2.89), are in the category enough to almost low. This gap indicates that the potential students' interest in reading is actually great, in line with the views (Dalman, 2014) and (Djaali, 2008) regarding reading interest as a concern and a sense of enjoyment in reading activities, but this potential has not been realized fully manifested in active and consistent reading behavior. Referring to Harris and Sipay in (Maharani et al., 2017), factors institutional aspects such as the availability of diverse and up-to-date collections also affect students' reading engagement. Low indicator scores the up-to-dateness of the collection on variable X is thought to contribute to low level of active involvement of students in reading activities. This gap between the affective and behavioral dimensions is also in line with findings (Simbolon et al., 2022) that digital literacy also influences interest reading school students, as well as (Chu, 2021) which proves that digital media integration can increase motivation and engagement reading if managed properly, so that low active involvement students in this study may also be influenced by competition between print collections and more easily accessible digital media.

The Influence of Library Collections on Reading Interest

The results of the hypothesis test prove that there is a positive influence and significant effect of library collection on students' reading interest (F count = 64.727; Sig. = 0.000; t count = 8.045 > t table = 1.993). Regression equation $\hat{Y} = 6.399 + 0.917X$ confirms a unidirectional relationship, that is, the better library collection, the higher the students' interest in reading. The R value The square of 0.470 indicates a contribution of the library collection of 47.0%, is considered substantial even though it is not the only determinant of interest. read. This finding confirms the view (Hermawan et al., 2020) as well as mandate of Law Number 43 of 2007 Article 48 Paragraph 3 concerning cultivating a love of reading through development and utilization libraries, while strengthening the perspective (Bafadal, 2009) that sustainable collection development is key to fostering students' interest in visiting and reading. In the context of social reality in the field, these findings are also relevant to general conditions religious-based schools in Indonesia are still facing limited budget for collection updates (Rahayu & Marlina, 2020), so that strengthening the collection is the most realistic step that can be taken schools in the short term.

The remaining variance of 53.0% indicates the role of other factors, such as the personal conditions of students, support family, peer influence, and advances in digital technology (Slameto, 2010), so that efforts to increase reading interest should ideally be unfocused solely on the provision of collections, but rather combined with literacy strategies others that are complementary. The novelty of this research lies in the uncovering of patterns the gap between the affective and behavioral dimensions of reading interest, which rarely shown explicitly by previous studies with a similar theme. The finding that students have a sense of pleasure and high interest, but still low active involvement, provides practical implications that interventions to increase reading interest are necessary directed not only at providing and updating collections, but also on strategies that encourage active reading behavior, for example through scheduled literacy programs, library visit movements, and digitalization reading material services that are relevant to the needs of today's students.

Research Limitations

This study has a number of limitations that need to be addressed. honestly so that the research results can be understood proportionally. First, the scope of the independent variable is only one, namely the library collection, so that 53.0% of the variance in reading interest explained by other factors has not been explored in this study. this research. Second, the instrument is a self-report questionnaire has the potential to cause social desirability bias in Respondents' answers. Third, the research was only conducted at one school with 75 respondents, so that the research results can be generalized to other schools is still limited. Fourth, the measurement of library collections is based on student perceptions through questionnaires, not objective

inventories to the physical condition of the collection. These limitations open up space for further research involving additional variables, the approach mixed methods, as well as wider school coverage and diverse.

D. Conclusion

Closing The most significant finding of this study is not simply the proof that the influence of library collections on reading interest statistically, but rather the disclosure of the gap between the affective and behavioral dimensions of interest student reading: a sense of enjoyment and interest in reading is present in the high category, but the attention and active involvement of students in Reading activities are still in the sufficient category. This pattern is rare explicitly revealed by similar studies and become The main novelty of this research, at the same time, provides the implication that the strengthening of library collections is proven through the regression equation $\hat{Y} = 6.399 + 0.917X$ with a contribution of 47.0% ($R^2 = 0.470$; t count 8.045 > t table 1.993; Sig. 0.000) needs to be combined with strategies that specifically encourage active reading behavior, not just the provision of reading materials solely.

The practical implication of this finding is the need for schools to design two-way intervention: strengthening the collection's currency while presenting programs that stimulate active student involvement, such as scheduled literacy programs, library visit drives, and digitalization of reading material services. Considering that this research is limited to one school, one independent variable, and self-report questionnaire instrument, research further recommended to involve other variables outside the collection libraries, expanding the population to several schools, as well as using mixed methods approach so that the affective-behavioral gap pattern found in this study can be tested and deepened in the context wider.

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