

EKSPLORASI MINAT BACA RENDAH MASYARAKAT INDONESIA: PERSPEKTIF MULTIDISIPLIN

[Exploring Low Reading Interest Among Indonesian Society: A Multidisciplinary Perspective]

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ABSTRAK

Penelitian ini mengeksplorasi faktor multidimensi yang berkontribusi terhadap fenomena ini. Dengan memanfaatkan wawasan dari berbagai disiplin ilmu termasuk psikologi, sosiologi, pendidikan, dan kajian budaya, penelitian ini memberikan pemahaman komprehensif tentang masalah ini. Temuan utama menunjukkan bahwa faktor individu seperti kebiasaan membaca, motivasi, dan perkembangan kognitif berpengaruh signifikan terhadap minat membaca. Selain itu, pengaruh sosial, termasuk keluarga, kelompok teman sebaya, dan sistem pendidikan, memainkan peran penting dalam membentuk perilaku membaca individu. Faktor eksternal seperti akses terhadap bahan bacaan berkualitas, tantangan ekonomi, dan pengaruh media digital yang luas berkontribusi terhadap rendahnya minat membaca. Tantangan dalam mengatasi rendahnya minat membaca di Indonesia mempunyai banyak aspek sehingga memerlukan intervensi yang holistik dan berbasis bukti. Strategi untuk meningkatkan minat baca harus melibatkan kolaborasi antar lembaga pemerintah, lembaga pendidikan, masyarakat, dan sektor swasta. Langkah-langkah konkrit seperti meningkatkan akses terhadap bahan bacaan, mendorong budaya literasi di rumah dan di sekolah, dan mengembangkan program literasi media yang seimbang sangat penting dalam mengatasi masalah ini secara efektif.

Kata kunci: *minat membaca; kebiasaan membaca; motivasi; perkembangan kognitif*

ABSTRACT

This research explores the multidimensional factors contributing to this phenomenon. Drawing upon insights from various disciplines including psychology, sociology, education, and cultural studies, this study provides a comprehensive understanding of the issue. Key findings indicate that individual factors such as reading habits, motivation, and cognitive development significantly influence reading interest. Moreover, social influences, including family, peer groups, and the education system, play a crucial role in shaping individuals' reading behaviors. External factors such as access to quality reading materials, economic challenges, and the pervasive influence of digital media further contribute to the low reading interest observed. Challenges in addressing low reading interest in Indonesia are multifaceted, requiring holistic and evidence-based interventions. Strategies to improve reading interest should involve collaboration among government agencies, educational institutions, communities, and the private sector. Concrete steps such as enhancing access to reading materials, promoting literacy culture at home and in schools, and developing balanced media literacy programs are essential in tackling the issue effectively.

Keywords: *reading interest; reading habits; motivation; cognitive development*

INTRODUCTION

The low interest in reading in Indonesia is an issue that requires serious attention from various parties, especially in the context of increasing the level of literacy and knowledge in society. A number of factors have been identified as the main causes of this phenomenon, involving perspectives from the fields of education and psychology. One theory that is often highlighted is the lack of access to quality reading materials. As stated by Soelistyo (2017), especially in rural and remote areas, library and bookstore infrastructure is still minimal. This causes a lack of opportunities for people to be exposed to literacy culture.

Despite the big challenges, there is still hope to increase reading interest in Indonesia. By combining efforts from various sectors, including education, government and civil society, and by expanding access to quality reading materials, it is hoped that we can create a supportive environment for reading. Efforts such as empowering village libraries and promoting early childhood literacy, as suggested by Kurniawan (2019), can be an effective first step in overcoming the problem of low interest in reading in Indonesia. Reading interest refers to an individual's tendency or desire to engage in reading activities. This includes a person's sense of interest, motivation, and willingness to spend time and effort reading various types of texts or reading materials. The concept of reading interest covers a wide spectrum, from low and sporadic interest to high and continuous interest. To understand the concept of reading interest in more depth, it can be explored through various theories and approaches.

One relevant theory is the basic needs theory, which states that humans have an intrinsic need to fulfill curiosity and search for information (Ryan & Deci, 2000). In the context of reading interest, individuals who feel their intrinsic needs are fulfilled through reading activities tend to have higher reading interest. In addition, task-oriented motivation theory is also relevant, which emphasizes that reading interest is influenced by the extent to which individuals consider reading tasks important or meaningful to them (Guthrie & Wigfield, 2000).

Intrinsic and extrinsic motivation theories also play a role in reading interest. According to Deci and Ryan (1985), individuals who read because of the intrinsic satisfaction obtained from the activity itself tend to have a higher and more sustainable interest in reading. On the other hand, individuals who read only for external rewards or rewards tend to have lower interest in reading.

Social-cognitive literacy theory also has significant implications in understanding reading interest. This theory highlights that individuals learn and develop their interest in reading through social interactions and observation of reading behavior demonstrated by social models (Bandura, 1986). The social and cultural environment, such as family and peers, can influence a person's interest in reading. Individual factors also play an important role in reading interest. Cognitive theories emphasize that reading skills, knowledge, and perceptions of reading activities can shape a person's reading interest (Guthrie, Wigfield, & Von Secker, 2000). Individuals with high reading skills and positive perceptions of reading tend to have a higher interest in reading.

Empirical research has identified several variables that correlate with reading interest, including literacy level, access to reading materials, and intrinsic motivation. For example, research by McKenna, Kear, and Ellsworth (1995) found that more skilled readers had higher interest in reading than less skilled readers. Meanwhile, research by Willingham (1998) shows that access to a variety of reading materials can influence a person's reading interest.

Apart from individual factors, external factors can also influence reading interest. Social and cultural contexts, such as educational policies, literacy promotion, and reading habits in society, can play an important role in shaping individual and group interest in reading. For example, countries with education policies that support literacy have higher levels of interest in reading compared to countries that prioritize literacy less in their education systems (Organization for Economic Cooperation and Development, 2000).

Recognizing the importance of interest in reading in individual and societal development, many efforts have been made to increase interest in reading, especially among children and adolescents. Literacy programs, reading campaigns, and promotion of literacy culture are some examples of efforts made to build a strong interest in reading in society. In conclusion, interest in reading is a complex phenomenon that is influenced by various factors, both from individuals and from the social and

cultural environment. Motivational, literacy, and social-cognitive theories can help us understand the important role interest in reading plays in individual lives and society more broadly.

Education experts highlight the important role of education in increasing interest in reading in Indonesia. Widodo (2016) emphasized that an effective education system must include learning about the benefits of reading and literacy into the curriculum as a whole. This can help increase awareness of the importance of reading from an early age. From a psychological perspective, low interest in reading can be understood as the result of low intrinsic motivation. The theory of motivation and learning proposed by Deci and Ryan (1985) shows that individuals tend to be more motivated to carry out activities that they consider relevant, interesting and personally satisfying. Lack of interest in reading may also be influenced by a lack of sense of satisfaction or relevance from the available reading material.

METHODOLOGY

This type of research is library research. Library research is a theoretical study, references and other scientific literature related to culture, values and norms that develop in the social situation studied (sugiyono, 2012). Researchers examine several theories related to the exploring low reading interest among Indonesian society: a multidisciplinary perspective

DISCUSSION AND FINDINGS

The decline in reading interest among Indonesians has become a major concern in the last few decades. To understand this phenomenon in more depth, a theoretical framework can be built that integrates various factors that influence low reading interest. Relevant theories in the fields of psychology, sociology, and education can be combined to form a comprehensive understanding.

First, reading habit theory can be applied to understand how reading habits are formed and maintained in society. According to Bempechat (2003), the habit of reading often develops from habits acquired in childhood. However, in the context of Indonesian society, cultural, economic and infrastructure factors can influence the formation of reading habits from an early age.

Second, motivation theory can provide insight into the factors that influence an individual's interest in reading. Motivation theory highlights the importance of psychological and social needs in influencing behavior, as proposed in the basic needs theory by Maslow (1943). In the context of low interest in reading in Indonesia, the need for easy access to quality reading material, as well as intrinsic and extrinsic motivation to read, are important factors that need to be considered.

Third, social theory is also relevant in understanding the low interest in reading in Indonesian society. This theory highlights the influence of the social environment, family and peers in shaping individual behavior. Research by Sénéchal and LeFevre (2002) shows that parental support and reading practices implemented at home can have a significant influence on children's interest in reading.

Fourth, educational theory can provide insight into the role of the education system in influencing people's interest in reading. According to Guthrie and Wigfield (2000), educational experiences that promote good reading skills and provide appreciation for reading can increase interest in reading. However, challenges such as lack of resources and less relevant curriculum can hinder efforts to increase reading interest in Indonesia.

Fifth, developmental psychology theory is also relevant to understanding the low interest in reading among Indonesian people. This theory highlights the role of individual developmental stages in forming reading interests and habits. For example, according to the theory of stages of cognitive development by Piaget (1954), interest in reading can be influenced by an individual's cognitive ability to understand and interpret texts.

Sixth, media literacy theory can be a basis for understanding the influence of technology and modern media on reading interest. Research by Rideout (2019) shows that the use of digital media can compete with traditional reading interest, especially among children and teenagers. This reminds us of the importance of paying attention to the balance between digital media and traditional literacy.

Seventh, cultural economic theory can provide insight into how economic factors influence reading interest. Bourdieu (1979) emphasized the role of cultural capital in shaping individual preferences and behavior. In the Indonesian context, access to books and literature is often closely related to economic status, thus influencing interest in reading.

Eighth, critical theory provides a perspective that questions the structures of power and control in the production and distribution of reading materials. This theory highlights how access to information and cultural representations can be influenced by political and economic factors (Giroux, 1991). In Indonesia, issues such as censorship and censorship can limit access to diverse and interesting reading material.

Ninth, cultural anthropology theory can provide an understanding of the role of culture and values in shaping people's interest in reading. This theory emphasizes the importance of understanding the local cultural context in designing strategies to increase reading interest. For example, ethnographic research by Heath (1983) highlights how reading practices are integrated into the daily lives of certain communities.

Tenth, the integration of these theories in a holistic framework can help in designing appropriate interventions and policies to increase reading interest in Indonesian society. By understanding the complexity of factors that influence low interest in reading, more effective and sustainable strategies can be designed to promote a culture of literacy at all levels of society.

Discussion

The low interest in reading in Indonesia is a serious concern for many groups, especially in facing the challenges of globalization and technological progress. A number of complex factors have been identified as the main causes of this phenomenon. One theory that is often discussed is lack of access to reading materials. According to Soelistyo (2017), especially in rural and remote areas, library and bookstore infrastructure is still very minimal. This makes people less exposed to literacy culture.

Apart from that, a strong oral culture also plays a role in suppressing interest in reading. According to Yuliawati (2018), Indonesia has a rich oral tradition, where stories are passed directly by word of mouth. This might make people less interested in actively reading printed books. Related to this, economic conditions are also an important factor. According to research by Cahyono (2019), for the majority of the Indonesian population, buying books is not a priority because it is considered a luxury item.

Lack of awareness of the importance of reading is also a problem that must be overcome. Widodo's (2016) view highlights that education regarding the benefits of reading and literacy has not been sufficiently instilled effectively in society. Without understanding the importance of reading, people tend not to prioritize literacy activities. Apart from that, increasingly dominant digital content can also cause a decline in interest in reading. According to Marta (2018), with the rise of social media, video games and other digital content, interest in reading traditional books tends to decline.

The importance of the quality of available reading materials cannot be ignored. According to research by Susanto (2020), the quality of books available on the market may not be sufficient to attract public interest. Book content that is less interesting or not relevant to the reader's needs can be a major obstacle in building a strong interest in reading. Apart from that, approaches to education and literacy promotion that are not yet optimal can also be a determining factor. According to analysis by Haris (2017), unattractive educational strategies and a lack of literacy promotion in schools and the general public can hinder the development of interest in reading.

However, efforts to increase reading interest in Indonesia are still needed. According to a study by Kurniawan (2019), empowering village libraries and early childhood literacy programs are important first steps in increasing people's interest in reading. By expanding access to reading materials, improving the quality of content, and increasing awareness of the importance of literacy, it is hoped that reading interest in Indonesia can be increased significantly in the future.

CLOSING

Conclusion

In exploring the phenomenon of low interest in reading among Indonesian society, an integrated theoretical framework from various scientific disciplines has provided in-depth insights. From exploring theories in psychology, sociology, education, cultural economics, and others, it can be concluded that interest in reading is influenced by a number of complex factors.

First, individual factors such as reading habits, motivation, and stage of cognitive development play a crucial role in shaping a person's interest in reading. Second, the social environment, including family, peers, and the education system, has a significant influence on the formation of interest in reading. Third, external factors such as access to reading materials, supporting infrastructure, and economic factors also play a role in determining people's interest in reading.

However, big challenges arise in efforts to increase reading interest in Indonesia. Lack of access to quality reading materials, economic challenges, the strong influence of digital media, and political and cultural issues are some of the obstacles that need to be overcome. The importance of paying attention to the local cultural context was also highlighted, considering the cultural diversity in Indonesia.

By understanding the complexity of factors that influence reading interest, holistic and integrated intervention and policy strategies can be designed. Efforts to increase interest in reading must involve various stakeholders, including government, educational institutions, communities and the private sector. Concrete steps such as increasing access to reading materials, strengthening a culture of literacy at home and school, and developing balanced media literacy programs can be important first steps.

Suggestion

In an effort to overcome low reading interest in Indonesia, cross-sector collaboration and an evidence-based approach are key. By utilizing a solid theoretical framework and involving various available resources, it is hoped that positive changes can be created in the literacy culture of Indonesian society.

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