

Factors that Affect Interest in Reading Millennial Generation

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Abstract: In Act No. 20 of 2003 on National Education System Article 4, paragraph 5 states that "the principle of providing education is to develop a culture of reading, writing and numeracy for all citizens". However, if it is seen reading culture in Indonesia is still relatively weak. This study was conducted to determine the factors that influence the millennial generation's interest in reading literature given read a book is a very important reference source for the millennial generation. Reading is an activity that can add insight and broaden horizons. The population in this study were students of Airlangga University with qualitative research methods. While data collection is done by observation and distribute questionnaires to 100 respondents. Based on research Dampen data processing that has been done, it is known there are two factors that affect interest in reading the millennial generation is internal factor or impulse emerging from the self like reading because spiritual needs someone, hobbies, habits, curiosity is high and external factors or derived from outside as the demands of the task or job, calls from friends, parents, teachers and the surrounding environment. Thus, the interest in reading in successive millennial where it should be today's generation should cultivate reading. High curiosity and external factors or encouragement coming from outside like a task or job demands, calls from friends, parents, teachers, and the surrounding environment. Thus, the interest in reading in successive millennial where it should be today's generation should cultivate read. High curiosity and external factors or encouragement coming from outside like a task or job demands, calls from friends, parents, teachers, and the surrounding environment. Thus, the interest in reading in successive millennial where it should be today's generation should cultivate reading.

1 INTRODUCTION

Interest or willingness to read is a very important source of motivation and strong for someone to analysis and remember (Sunyowati et al. 2022), and evaluate the texts have been read because the person is reading a book is because he wants to read the book from the heart (Subagyono et al. 2022), which is an exciting learning experience. It is a process of self-development has a major role in people's lives because by reading, the ability to think people will be more refined and evolved, science will increase and improve the quality of human resources, especially in this globalization era. Therefore, reading becomes a human need to be able to face competition from other nations of the world and therefore must always be honed willpower, developed, and explored because of reading is not obtained from birth free of charge. Interest in reading very big influence on the quality of

education. There are several factors that affect low reading is external factors and internal factors. Internal factors are factors that come from inside a person, such as the willingness and habit. While external factors are factors outside oneself or environmental factors, both in the family, neighbours, and the school environment. Add more their internet presence that is two eyes sword, could allow someone to read because it is so vast and full internet or otherwise, which facilitates internet presence and access everything easily and quickly even lead one further away from the world of literature (Anna & Harisanty, 2019).

In Indonesia, the public interest at this time is still alarming, seen from various studies conducted in Indonesia (Romadhona, Subagyono, et al. 2022). International Education Achievement (IEA) reported that the reading ability of primary school students in Indonesia are on the order of 38 of the 39 countries of the study participants. In the survey The Political and Economy Risk country (PERC), a consultancy

in Singapore, at the end of 2001 put Indonesia in the order of 12 of the 12 countries in Asia were examined on the interest in reading. Based on data from UNESCO in 2012, the index reading interest in Indonesia reached 0,001. So, every 1,000 people there is only one person who has interest in reading. The data illustrate how low the public interest in Indonesia (Romadhona, Kurniawan, et al. 2022).

Factors that affect interest in reading is influenced by personal factors two groups namely class and group of institutional factors (Hernoko et al. 2022). Namely Personal factors are factors that come from within the child's covers: age, sex, intelligence, the ability to read, attitudes, psychological needs, and Factor institutional: factors that originate from outside the individual, include: 1) the availability of books, 2) socio-economic status, 3) the influence of parents, peers and teachers (Romadhona, Wati, et al. 2022).

Millennial generation as the nation's future, is expected can prepare to face various problems in life including social problems, both of which occur in the future the globalization era. Need for strategies to foster interest in reading (Lin, 2001).

Foster interest in reading the millennial generation takes a long time because it requires a process of forming a person's interest in reading and changing the paradigm of the Indonesian people to begin to assume that reading is very important. So, very unfortunate because the least enthusiasm for reading and prefer to use other media to find information. This causes adverse implications for the quality of education in Indonesia. In fact, reading is the key person to success in the future.

2 LITERATURE REVIEW

The results are relevant to this study is the research of Bariyah (2010), entitled "Results of the study conclude that the relationship positive and significant correlation between interest in reading and academic achievement of students in class V SD Muhammadiyah Muntihan Wates, Kulon Progo in the academic year 2009/2010 (Bariyah, 2017).

From the research that has been carried (Yunus Winoto, 2017), Entitled habit of reading and reading materials user needs of children in the district of Bandung Library (survey) method used in this research is descriptive method survey (Winoto et al. 2017). This study uses descriptive method, as for the purpose to describe systematically factors or characteristics of a particular population or a particular individual factually and accurately. The

results of these studies concluded that their interest in reading the amount of material in the library in Bandung regency.

3 RESEARCH METHOD

This research method used survey research methods. Survey research, the study does not provide any treatment to the respondents, only collect data using standardized instruments, such as questionnaires, tests, and so forth. In survey research, the focus of research is essential to restrict the issues to be studied in order not abundant although its nature is still provisional and is still growing as research.

The location of this research at the University of Airlangga. Provisions sample in this study is that no other respondents are students Airlangga University Surabaya, East Java. Mechanical collection of information is done in two ways, interviews, and surveys. Interview done by the institute any questions about the level of interest in reading the millennial generation and its response to the library. While the survey was done by spreading questionnaire the millennial generation to collect data.

4 RESULTS AND DISCUSSION

This research was conducted at the Airlangga University Airlangga University students study subjects included millennial generation. The purpose of research is to uncover factors that affect interest in reading students at the University of Airlangga, some aspects of which try to uncover them a reason to read, books of interest to read, activities undertaken to fill the free time, the medium used to access the information and factors are affecting the Airlangga University student interest in reading, etc. Number of questionnaires were distributed to students at the University of Airlangga many as 100 pieces of questionnaires. With 13 items of the statement or the distribution of the questionnaire. From further processed into data in the form of a percentage (%). Some of the things that the direct observation (observation) is a student activity on campus, especially at the turn of the course, the course is empty, access to students in the library and student access to the Internet. The results of respondents from the 13-question questionnaire about the factors that affect interest in reading the millennial generation is as follows:

4.1 Personal Factors

Table 1: Age Respondents.

Age	Frequency	Percentage (%)
19 years old	1	1.0
20 years	61	61.0
21 years	37	37.0
22 years	1	1.0
total	100	100.0

From the table above, most respondents are students aged 20 years (61.0%), in addition to as much as 37% aged 21 years, 1% of students aged 19 and 1% is 22 years old.

Table 2: Gender Respondents.

Gender	Frequency	Percentage (%)
Man	29	29.0
woman	71	71.0
total	100	100.0

From the table above, most respondents are female students (71.0%), while the male students as much as 29 or 29%.

Table 3: Reading respondents' penchant.

Reading craze	Frequency	Percentage (%)
Yes, very fond	21	21.0
Sometimes	62	62.0
Not	17	17.0
total	100	100.0

In the table of this statement, the authors wanted to find out data about how penchant Airlangga. Based on University student reading the above table, it is known that 21% of the students are very fond of reading, 62% occasionally. If traced furthermore inclined to have little interest in reading or reading at certain times such as when there is a task, wanted to test and read fad like reading news on gadgets or others. While 17% of students do not like reading.

Table 4: Time Reading.

Reading time	Frequency	Percentage (%)
Less than 1 hour	55	55.0
2-3 hours	37	37.0
More than 3 hours	8	8.0
total	100	100.0

The intensity of respondents' time spent in reading can indicate the person has a high interest or not. Someone who took time to read a long period of time can be indicated that the motivation to read is high. Vice versa. Referring to the table above

obtained information that 55 respondents (55.0%) use the time to read less than 1 hour a day. In fact, reading can add insight and knowledge. Not having to read such heavy reading scientific books, reading novels, comics or magazines can even get rid of saturation. But of the results obtained, the time to read more than 3 hours just as much as 8.0% from 100%. And as much as 37% of respondents read the period of 2-3 hours per day. So, it can be said that the respondents' interest in reading tends to be low.

Table 5: Reading Benefit.

Benefit of reading	Frequency	Percentage (%)
Reading for information and add insight	31	31.0
Read in your spare time (pleasure)	30	30.0
To be able to do the job or profession	39	39.0
total	100	100.0

From the data in this table is the author could determine what benefits can be gained through reading respondent. It turned out that the respondents could do the job or profession by reading. So, having dug deeper, reading can help respondents complete a task or job. Because respondents in this study is the student who is closely related to the duties and writing, then reading is considered helpful enough to complete the task that is as much as 39% of respondents said demikian. 31% answered that by reading, we can obtain the information and add perception. Indeed, in accordance with the goals for reading, among others, is to broaden and knowledge and the remaining 30% held that.

Table 6: Reasons Reading.

Reasons Reading	Frequency	Percentage (%)
Improving knowledge and information	49	49.0
For pleasure and leisure time	35	35.0
To be able to do the job or profession	16	16.0
total	100	100.0

From the data in this table is the author could know what the motive or reasons respondents read. It turned out that the respondents read to increase knowledge and information. As many as 49% of

respondents agreed with the statement. Reading is a window to the world, because by reading people will open your mind and horizons. Whereas to get things done through print reading such as books or electronically through the online news in the internet / gadget. 35% of respondents read because it is fun and according to respondents to read is a useful activity to fill free time. The remaining 16% found respondents read only to perform a job or profession.

4.2 Institutional Factors

Table 7: Factors Affecting Interest Read.

Factors Affecting Interest Read	Frequency	Percentage (%)
Because of the need	64	64.0
The influence of friends, parents and teachers	23	23.0
Because habits and willingness	13	13.0
total	100	100.0

In this table the authors could determine the factors that influence interest in reading. These factors can come from within (internal) can also come from outside (external). Some 64% believe that the factors affecting respondents' interest in reading is due to the need. Respondents who are students at a time in successive millennial certainly very hungry for information and knowledge. By reading, then the information needs will be met. It has become a necessity, then read a daily consumption of respondents. The percentage of the highest on the statement of another revelation. The external factor or factors that affect interest in reading from the outside such as the encouragement of friends, parents, and teachers as much as 23%. While factors such as habits and a willingness by 13%. So, internal factors that most affect the interest of the respondent to read. Encouragement from within ourselves more strongly than others.

Table 8: Reading Through the Internet.

Reading Through the Internet	Frequency	Percentage (%)
Yes always	45	45.0
Yes I have	14	14.0
Yes, often	41	41.0
total	100	100.0

From table above, the writer can find out how the use of reading through the internet. Because reading is now not only using the print media but also electronic media. Interest rate in reading also not be

seen from the frequency of reading in print media but also electronic media such as internet. Can be seen that respondents always read through the internet very large percentage is 45.0%. As much 14.0% also once read through internet. 41% often read via the internet is not completely bad if the portion of usage is right. Internet also as a medium to increase interest in reading because the features in it more interesting than the print media. Interface and utilization are more practical and efficient to make the internet more superior and much in demand.

Table 9: Purchased Current Have Money.

Purchased moment Have Money	Frequency	Percentage (%)
Book	8	8.0
Goods	59	59.0
Other needs	33	33.0
total	100	100.0

The above table contains information about what to buy respondents if they have money. The above results indicate that the largest percentage of respondents will buy stuff if you have the money (59%). Respondents who are the millennial generation prefer to spend their money on something that he likes. 33% choose to spend the money for other needs. And 8% prefer to buy books. Respondents who chose to spend the money to buy the book very little but the mindset thus showing that interest in reading such a high responder.

Table 10: Charge Activities for Children.

Activities to Charge Children	Frequency	Percentage (%)
Read the book	13	13.0
Playing games and watching television	52	52.0
Go to a place of recreation, malls etc.	35	35.0
total	100	100.0

One measure of the respondent's interest in reading can be seen from any activities that respondents use to fill spare time. In the table above, the writer can know that only 13% of respondents who use their spare time to read books, while the highest percentage (52%) chose to play games and watch television. Indeed, the millennial generation live in modern times and bound media technology such as gadgets and other communication information. It is felt to be more interesting and fun. The rest, 35% prefer fill the free time to go to a place of recreation, a mall or other entertainment venues.

Table 11: Place for Reading.

Reading place	Frequency	Percentage (%)
In library	34	34.0
In school	30	30.0
At home	36	36.0
total	100	100.0

The table above contains information on where a reading area respondent. A total of 34.0% of respondents read at the library. Library is the ideal place to read because the atmosphere is comfortable and quiet so that the concentration and focus will not be divided. While 30% of respondents read the time at school. While most respondents read while sitting at home. Reading at home is the highest percentage than others as the home of respondents can freely read and perform any activity, they wish without being limited space and motion.

Table 12: Supporting Library Reading Interest.

Supporting Library Reading Interest	Frequency	Percentage (%)
Already, because of adequate facilities and services	84	84.0
Yet, because of inadequate facilities and services	13	13.0
Do not know, having never been to the library	3	3.0
total	100	100.0

The library is an information provider agency and the means of supporting interest in reading. Comfort in a library is certainly very important. Their supporting facilities and adequate service will help foster interest in reading someone. A total of 84.0% of respondents agreed with the statement. While 13% of respondents felt that the role of libraries in supporting interest in reading has not felt well since they lack the facilities and services available at that libraries. The rest 3% of respondents did not know because it has never been to the library. The intent of never been to a library does not mean that these respondents never entered the library but a visit to the library respondent has a very long and once or twice, so do not know the latest developments in the library world. So basically, libraries have a role in increasing interest in reading.

Table 13: Where to Obtain Information Learning Materials.

Resources	Frequency	Percentage (%)
Read the book	21	21.0
Accessing information through the Internet	73	73.0
Etc	6	6.0
total	100	100.0

In this section the author can know where the respondents obtain information relating to the matter learning. 21% of respondents obtain information from book. While learning materials as much as 73 respondents access the learning material information through internet. Not undeniable that advances in information technology is developing very rapidly and enter the world of the education. Positive impact when used and utilized properly and correct, vice versa. Evident from the results that show the greatest percentage above 73% of respondents use the Internet to access learning materials. This shows that the Internet is more practical, instant and efficient so many are interested in using it. However, there are also respondents who obtain information by other means.

Table 14: Books of Interest.

Books of Interest	Frequency	Percentage (%)
Novels, comics and magazines	71	71.0
Textbooks	25	25.0
Technical skill books or popular scientific books	4	4.0
total	100	100.0

The above table contains data about any book of interest to respondents read. Most respondents as many as 71.0% like light reading books such as novels, comics and magazines. Books can be entertained because reading does not need to be difficult or even get rid of boredom. So, most respondents liked the text. 25.0% like reading a textbook. And the remaining 4% technical skills like reading books or scientific books popular. Reading a book of this kind can add insight and will not sis it because our knowledge is also certainly will increase.

Table 15: Interesting things that make reading Respondents.

Interesting things that make reading	Frequency	Percentage (%)
The availability of reading material interesting and diverse	40	40.0
The number of facilities and infrastructure support such as library and read	50	50.0
Etc	10	10.0
total	100	100.0

The above table contains information related to anything that could attract interest in reading respondent. Respondents may be interested in reading if the reading material plenty and diverse. A total of 40.0% of respondents agreed with the statement. Moreover, if books or readings that are applicable to the fields likes. Then sure it can attract interest in reading respondent. Not only that, their facilities with adequate facilities such as the library can also make the respondents interested in reading. Layout, layout and existing library condition and can be made as comfortable as possible as a special attraction for visitors. A total of 50.0% of respondents thought so and 10.0% others have another way to increase interest in reading.

From the various opinions above it can be concluded that the definition of interest is a sense that prefer or sense of interest in an activity that demonstrated an appetite, a tendency to regard such activities without anyone telling, performed by self-awareness and is followed by feelings were happy. Interest is the source of one's motivation. So, the interest was huge influence on the activities carried out by someone. Even activities that interest the student would do it gladly. Thus, interest in reading is accompanied by a strong desire someone attempts to read. Someone who has a strong interest in reading would accomplishment in his willingness to receive reading materials and then read them on their own consciousness or encouragement from outside.

Interest in reading seems to be present on common interests and personality dimensions. Based on the findings, it appears that in order to expand the students' interest in reading need to increase the intrinsic motivation to read, Interest is more like taste and interest in an activity, without being told. When they see something that has meaning for him, then they would be interested in something that in the end will lead to satisfaction for him.

According to the research results (Lorenz, 2013) stated that although the motivation of improving the

student's ability to learn from the text, especially in the context of a real classroom is important because the process involves reading motivational text comprehension of children in the natural classroom learning environment. This is one factor encouraging interest in reading in children is to improve the understanding of a reading.

Results of the study (Lamey, 1983) showed that scores high understanding or knowledge of a person's previous larger about the topic can be obtained only from a high interest rather than the topic with low reading interest. This is one factor driving the interest in reading is to get an understanding about something. With so to increase public interest cannot be charged to the family, the public, or any educational institution. From the observations the authors obtained information that the factors driving interest in reading in children can cause by a factor of (internal) and external factors (institutional factors) such as aspects of family, community, and educational institutions have an important role in increasing public interest in reading. From the results of the research found that most respondents have interest in reading because of the variety of books available and in accordance with their preferences. The availability of books in the family is one of the driving factors for the choice of reading materials and reading interest. Variety readings were adequate and diverse family will greatly help in improving the child's interest in reading. Interest in reading is influenced by personal factors two groups namely class and group of institutional factors. Personal factors such as the need meaningful reading activities and reading habits are considered successful or beneficial if students gain satisfaction and to meet their basic needs, namely security, status, a certain position, effective satisfaction and freedom in accordance with the reality and the level of development. If the reading is considered beneficial for someone, reading is an activity which is regarded as one of the necessities of life. Examples of institutional factor is the availability of books. A person or student can find their basic needs through reading materials if the topic, content, subject, level of difficulty, and the way they are presented in accordance with their individual reality. The content of the reading material of interest and in accordance with individual needs, is one of the factors that affect interest in reading. A person or student can find their basic needs through reading materials if the topic, content, subject, level of difficulty, and the way they are presented in accordance with their individual reality. The content of the reading material of

interest and in accordance with individual needs, is one of the factors that affect interest in reading. Not only that, friends and the environment is also an institutional factor that encourage interest in reading in children. Suggestions classmates as external factors may spark students' interest. Association of friends in school became one of the important factor's performance formation of interest. People who are interested in reading, will more often invites his friends participate in conducting reading activities both in the classroom or library to provide a positive influence also against his friend. Association of friends in school became one of the important factor's performance formation of interest. People who are interested in reading, will more often invites his friends participate in conducting reading activities both in the classroom or library to provide a positive influence also against his friend. Association of friends in school became one of the important factor's performance formation of interest. People who are interested in reading, will more often invites his friends participate in conducting reading activities both in the classroom or library to provide a positive influence also against his friend.

Not quite up to here, the role of parents is needed, we can get the children familiar with the book and become familiar with them early on. Parents can encourage good reading skills by providing experience and a chance to read through positive attitudes using literacy strategy (Loving, 2010). Can start by reading his favorite book and read it over and over again, let the children understand the contents of the books he read and not just read but also understood the contents of the book. While Means books in the family environment is one factor driving the interest in reading, if from childhood child is familiarized with the book, then the adult child to be familiar with reading material. Our job as parents is to accompany children to read by example at home.

In addition to factors already mentioned above, the results of research respondents mentioned that aspect of it needs to be done simultaneously. Teachers and librarians play an important role in improving the reading interest in reading for students and the community. To play an increasing interest in reading, teachers and librarians must have a high interest. Modeling should be given to society. If teachers and librarians do not have a high interest, it is impossible to carry out their duties in promoting interest in reading. Librarian proactive role about efforts to foster public interest in reading early on, was mainly carried out by librarians who work in libraries that serve children. The librarian should be

able to teach, guide, and provide an example to children.

The results of the study authors in accordance with the results of (Ma, 2011) That interest is a kind of special learning motivation and the strength of independent reading pleasure that can produce psychological tendencies and improve autonomous learning ability and overall quality of children's development. Various factors affect the interests of early reading and understanding the factors that can provide scientific advice to foster children's interest in reading. It concluded that the influential factors of interest in early reading is as follows: 1. Atmosphere reading family. Including the concept of reading the reading behavior of parents and family members. 2. The teacher teaching strategies. That call to read in everyday life, adopt a different strategy that guides according to the age of the children, and the use of games in reading. 3. The reading material. Plot beautiful, elegant picture book, picture books of cartoons, age and gender characteristics are highlighted effect on children's reading interests early. 4. Conditions children literacy. Mainly refers to the hobby literacy, literacy, and quantity requirements specific literacy. 5. Companies children. Influence demonstration model of the company, the incentive effects of the companion, reading along with the company of children cannot be ignored. According to the factors above, there are suggestions of training: (1) to create an atmosphere to read a good family; (2) applying a reading with a parent-child naturally (3) selecting appropriate reading materials; (4) exploit the resources companion. literacy and quantity requirements specific literacy. 5. Companies children. Influence demonstration model of the company, the incentive effects of the companion, reading along with the company of children cannot be ignored. According to the factors above, there are suggestions of training: (1) to create an atmosphere to read a good family; (2) applying a reading with a parent-child naturally (3) selecting appropriate reading materials; (4) exploit the resources companion. literacy and quantity requirements specific literacy. 5. Companies children. Influence demonstration model of the company, the incentive effects of the companion, reading along with the company of children cannot be ignored. According to the factors above, there are suggestions of training: (1) to create an atmosphere to read a good family; (2) applying a reading with a parent-child naturally (3) selecting appropriate reading materials; (4) exploit the resources companion. (2) applying a reading with a parent-child naturally (3) selecting appropriate

reading materials; (4) exploit the resources companion. (2) applying a reading with a parent-child naturally (3) selecting appropriate reading materials; (4) exploit the resources companion.

According to research results (Wu, 2012) Motivation reading extensively increasing recognition vocabulary, reading performance and general performance. The results arising from this study have important implications for learning and teaching languages.

5 CONCLUSIONS

Based on the analysis and discussion of the results of research can be concluded that the factors that affect interest in reading Airlangga University students, are as follows:

- a. Personal factors are an emerging need within the individual. Factors that encourage interest in reading is a necessity. However, internal factors such as the willingness and habits are also included in the factors that influence a person to read.
- b. Institutional factors that push from outside such as friends, parents, and teachers, supporting facilities such as library, reading garden, etc.

Second, what can be done to attract interest in reading among others by providing reading material interesting, diverse and facilities are adequate to support a person's interest in reading millennial generation especially closely related to modern technology and advanced almost instantaneous. The millennial generation as today's students can fill free time with useful things like a visit to the library to add insight, information, or read a book. Because of the availability of a library or reading garden is one form of a strategy to increase interest in reading especially the millennial generation as the nation's future.

Based on the above results, it is known that the factors that affect a person's interest in reading can come from within (internal) and outside (external). Keep in mind that reading can add insight that there should be a motivation that arise in a person to want to move forward and increase knowledge. It can start by getting used to getting started love reading. The role of government or society is also needed to provide facilities such as a library or institution other information of interest and is ideal as a place to learn, increase knowledge, and recreation areas as a means to support the interest in reading.

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