



Systematic Literature Review of the Low Interest in Reading in Indonesia with a Narrative Inquiry Approach

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Abstrak

Berdasarkan hasil Program for International Student Assessment (PISA) 2018, nilai membaca di Indonesia masih di bawah rata-rata. Karena minat baca siswa tidak berubah, diperlukan kajian literatur untuk mengkategorikan data secara sistematis. Tujuan dari penelitian ini bertujuan untuk mengkaji lebih detail aspek-aspek terkait minat baca dengan menggunakan metode pencarian literatur dan teknik Systematic Literature Review (SLR). Metode SLR ini menggunakan tiga level evaluasi yang meliputi penilaian eksternal, internal dan kualitas (QA). Hasil akhir yang diperoleh menunjukkan terdapat 10 penelitian yang relevan. Riset tersebut ditelaah dan diperoleh kesimpulan tentang penyebab, akibat dan solusi atas rendahnya minat baca. Penyebab rendahnya minat baca terdiri dari dua faktor, yaitu faktor internal seperti kurangnya motivasi diri, kurang membaca dan kurangnya alasan/tujuan, sedangkan faktor eksternal adalah kurangnya sarana prasarana, kurangnya waktu, teknologi dan ekonomi. serta faktor lingkungan. Akibat dari rendahnya minat baca antara lain rendahnya hasil belajar, rendahnya mutu dan kualitas sumber daya manusia, keterbelakangan dan ketertinggalan, tingginya pengangguran, krisis literasi dan kekurangan sumber daya. Solusi rendahnya minat baca dapat ditemukan melalui kegiatan/program, bahan bacaan, tempat membaca dan teknologi. Hasil SLR ini bertujuan untuk memberikan informasi dan penilaian yang meningkatkan minat baca siswa.

Kata kunci : minat baca, informasi, evaluasi, systematic literature review

Abstract

Based on the results of the Program for International Student Assessment (PISA) 2018, results, reading scores in Indonesia are still below average. Because students' reading interest has not changed, a literature review is needed to categorize the data systematically. The purpose of this study is to examine in more detail aspects related to reading interest using the literature search method and the Systematic Literature Review (SLR) technique. This SLR method uses three levels of evaluation which include external, internal and quality (QA) assessments. The final results obtained show that there are 10 relevant studies. The research was reviewed and conclusions were obtained about the causes, consequences and solutions for low interest in reading. The causes of low interest in reading consist of two factors, namely internal factors such as lack of self-motivation, lack of reading and lack of reasons/goals, while external factors are lack of infrastructure, lack of time, technology and economy. as well as environmental factors. The consequences of low interest in reading include low learning outcomes, low quality and quality of human resources, underdevelopment and underdevelopment, high unemployment, literacy crisis and lack of resources. Solutions to low interest in reading can be found through activities/programs, reading materials, places to read and technology. The results of this SLR aim to provide information and assessments that increase students' interest in reading.

Keywords: reading interest, information, evaluation, systematic literature review

A. Introduction

Various studies have been conducted to investigate the problem of low interest in reading for Indonesian students. One of them is explained by (Anjani, et al: 2019), which states that information is more likely to be collected through oral conversations and not through reading (writing). This shows the mindset of students who want to get answers faster without the process of searching for various kinds of literature.

The Ministry of Education and Culture (2019) published PISA results in 2018 for the average reading ability score of Indonesian students is only 371, with an average reading score of 487. Indonesia was ranked 68 out of 74 countries that took the test. Baswedan (2014) explained that this did not only happen in 2018, often Indonesia's PISA test still showed numbers that could not be called good.

The results of PISA 2018 identified that class teachers are one of the causes of students' low interest in reading. The Ministry of Education and Culture (2022) states that students taught by teachers who cannot explain the subject matter and lack feedback on student work, apparently involve students having low reading literacy skills. This is inversely proportional to teachers who are able to explain subjects well and are accustomed to providing feedback in the learning process.

Gusmayanti et al. (2018) stated the understanding of reading, which is an activity to collect information in the reading content that can be read and then understood what is contained in the reading content. Meanwhile, reading interest according to Marimbun (2019: 74) is "a strong desire accompanied by the joy of understanding what is read on one's own will." It's that combination of willpower and sense of pleasure that most students unfortunately don't have.

Most students still read books because of compulsion, not as a habit to do because of a great desire and drive from within. Students' interest in reading never changes from year to year, even declining along with the development of increasingly advanced technology. through this research, encourage the desire to conduct a *Systematic Literature Review* (SLR) related to reading interest in Indonesia. This study with the *Systematic Literature Review* technique aims to be able to examine in detail about aspects of reading interest.

In achieving the objectives of this study, here are three formulations of problems that can cause RQ (*Reseach Question*). RQ helps to gather the information needed in the process of analyzing relevant articles. The RQ in this study is as follows.

1. What is the cause of low interest in reading in Indonesia?
2. What are the consequences of low interest in reading in Indonesia?
3. What solutions have been done to increase reading interest in Indonesia?

B. Methodology

This study used *the literature review* method with systematic literature search techniques (SLR). This SLR technology has several phases of research that are more complicated than ordinary literature searches. SLR in Indonesian is one type of writing technique that identifies, evaluates and interprets the observations of the subject of study of the collected article. So the articles are analyzed and filtered based on research questions. A predetermined Research Question (RQ) is basically a problem formula in research.

Research Data Search and Retrieval Techniques

Data search strategies and methods are needed in SLR technology to find suitable data sources according to the research topic. The data sources used are data sources that are able to answer surveys and other related references. The search process is carried out using Google Scholar (Google Scholar) through the Publish or Perish, SINTA and SCImago Journal Rank (SJR) applications. The keyword used in data source search is "read interest"

The next step after data collection is *Review 1*, This step is the stage to identify and analyze articles based on their output. Articles found at the time of data search will be selected. The selection of this article is based on the following.

1. Eliminate articles that have not been published in journals/proceedings
2. Eliminate articles published before 2018
3. Eliminate articles that have titles different from the research topic
4. Eliminate articles whose research location is not in Indonesia
5. Eliminate articles using literature review research methods
6. Eliminate articles that are not *a narrative inquiry approach*

Articles that pass at review stage 1, are then reviewed at review stage 2 to be identified, analyzed and re-selected. In stage 2 examination Articles are analyzed based on article depth. Articles are analyzed based on summaries, keywords and conclusions. On the other hand, articles are analyzed by cleaning up content and images. The following is the basis for choosing review 2.

- a. Eliminate articles with irrelevant abstracts based on the research topic.
- b. Eliminate articles that do not have *keywords* about reading interest.
- c. Eliminate articles with uncommon writing formats
- d. Eliminate articles that do not have conclusions related to reading interest

The results of the article in *review 2* will be reviewed and reanalyzed at the *review* stage 3. At this stage the article is analyzed and studied in more depth about the content of the article. Quality selection system will be carried out in this selection. So that the quality of the article will be assessed based on *Quality Assessment (QA)*. The following list of QA will be explained further.

Quality Assesment (QA)

Quality assessment (QA) includes the presence of RQ in research. This quality assurance includes data evaluation criteria to answer all research RQs. In other words, this quality assurance is the selection of data in accordance with the formulation of the research problem. Here are some QAs in this article

- 1) Does the article provide information to answer RQ 1?
- 2) Does the article provide information to answer RQ 2?
- 3) Does the article provide information to answer RQ 3?

Each article is evaluated based on its quality. The results of the QA assessment can be answered with "yes" or "no". Articles that do not contain RQ information will be rated "no" and not used. The last step of this research method is to write research results in the form of articles or magazines in a predetermined format. At this stage, research materials are prepared and answers to research questions are presented.

C. Results and Discussion

The results of the study used *the Systematic Literature Review (SLR)* technique. There are 50 articles about the low interest in reading in Indonesia. The articles analyzed are those published in 2018–2022. In other words, Articles published before 2018 will be eliminated. The results of each selection and analysis can be seen at a glance in Figure 1.

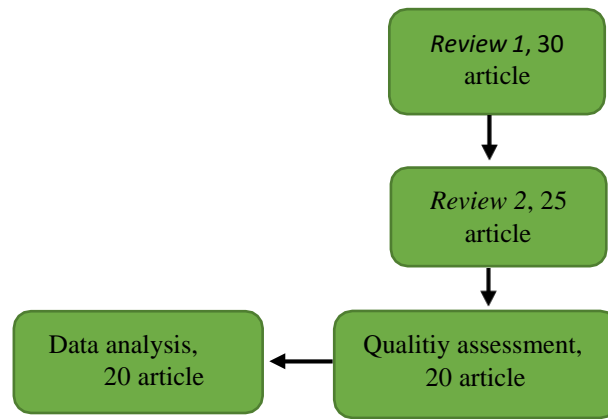


Figure 1. Results of data selection and analysis

Data Search and Classification

The first step to conducting research on the *Systematic Literature Review* (SLR) technique is data search. Article search is based on surveys discussed, then discusses articles on topics related to reading disability in Indonesia. Information search is carried out by using a help app called Publish or Peris. This application can help find information on articles indexed by Scopus, Google Scholar, and many more. The information used in this study comes from journals indexed by *Google Scholar*.

A total of 30 articles were found according to search results using the keyword "Reading Interest" and 20 articles were found with the keyword "low reading interest". In addition, the information found is processed and selected based on *review 1*, *review 2* and QA. The selection process is based on *1 review*, finding up to 30 out of 50 articles considered pertaining to the research topic. The articles were then re-selected based on *2 reviews* until 25 articles were found. The article is finally analyzed and re-selected with the provisions made determined based on *Quality Assessment* (QA). Of the three quality ratings, as many as 20 articles are considered worthy of being used as research data. The final step of research data is to analyze more comprehensive information.

Trial Analysis and Discussion

The data obtained from the search process is then transferred to the analysis stage and identified. Figure 2 shows the data set selected from stage to stage. From the picture can be seen the process of elimination. The greatest process of elimination occurs in *review 1*. A total of 50 articles were found and only 30 articles were considered valid in *review 1*. The process of most elimination in this phase is measured based on the title of articles that are not related to the subject and whose year duration is less than 2018. Then proceed to the selection stage based on the evaluation of *review 1*, from 30 to 25. At this point the article is analyzed for keywords in the article, for example about abstracts, writing style, and others. The article is then analyzed again for quality until 20 articles are considered eligible.

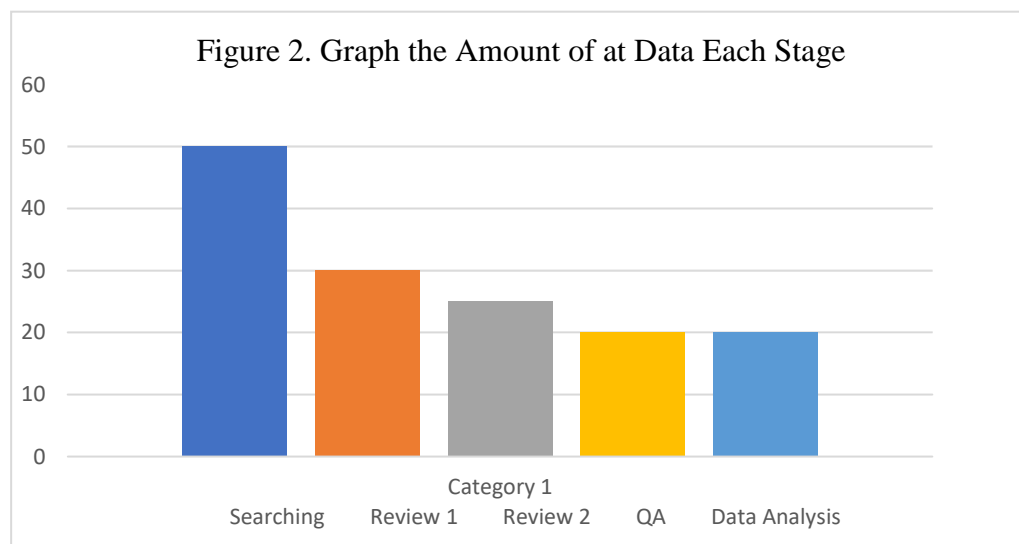


Table 1. Categories of causes of low reading interest

Category	Indicator	Defenisi	Article	Sum
Internal	Self-motivation	Things that encourage a person to do Reading activities	Indra, (2021). Analisis Faktor terhadap Upaya Menumbuhkan Minat Baca Siswa. CARAKA, 8(1), 78-89	1
	Reading ability	A reading proficiency or expertise	Kurniawan (2019). Peranan Pojok Baca dalam Menumbuhkan Minat Baca Siswa Sekolah Dasar. Jurnal Inovasi Pendidikan Dan Pembelajaran Sekolah Dasar, 3(2), 48-57	1
Eksternal	Facilities and infrastructure	Everything that makes it easy to do certain activities	Qulloh,W (2021). Pengembangan Literasi dalam Peningkatan Minat Baca Santri pada Perpustakaan Mini Pesantren Pelajar Al-Fath Rejomulyo Kediri. Jurnal Pengabdian Kepada Masyarakat Nusantara (JPkMN), 3(1), 26-33	1
	Time allocation	The amount of time it takes for an activity to be achieved	Mawlana(2021). Makna Komunitas Literasi Bagi Masyarakat Kota Sumenep dalam Pembangunan SDM. KOMUNIKOLOGI: Jurnal Pengembangan Ilmu Komunikasi Dan Sosial, 5(1), 29-40.	1
	Technology	Means to make human work easier	Hidayati, dkk(2020). Peningkatan Minat Baca Masyarakat Melalui Wisata Literasi. BERDIKARI: Jurnal Inovasi dan Penerapan IPTEK, 8(1), 59-64.	1
	Financial	Everything related to resources and finance somebody	Mahardika (2020). Penyediaan Teras Baca bagi Masyarakat Desa Pondok Kacang sebagai Solusi Cerdas Mengawali Budaya Membaca. Seminar Nasional Pengabdian Masyarakat LPPM UMJ, 1-4	1
	Environment	Everything around us	Alroy, dkk(2021). Pengaruh Aplikasi Mobile IPUSNAS terhadap Perkembangan Minat Baca Masyarakat. Prosiding Seminar SITASI, 149-155	1

RQ 1 Causes of Low Interest in Reading in Indonesia

The first formulation of the problem is about the causes of low interest in reading in Indonesia. Table 1 shows grouping and categorizing the causes of low reading interest in each category. Up to 30 articles are found to be relevant and can be used in response to *Research Question 1* (RQ1) research questions.

Table 1 shows that low reading interest in Indonesia is influenced by two factors, namely internal factors and external factors. Internal factors come from within the reader, while external factors come from outside. The table also shows that external factors have more indicators that influence low reading interest compared to internal factors. This shows that many researchers have conducted studies and the results of the study obtained that the interest in reading is more disturbed under the influence of external factors.

Internal factors that cause low interest in reading in Indonesia are lack of self-motivation,

lack of reading ability and lack of goals and reasons for someone to read. Self-motivation indicators have been discussed in more detail in several studies as one of the contributing factors to low interest in reading. In other words, a person's low level of self-motivation affects someone's low interest in reading. Someone who does not have the ability to read will have difficulty when reading. In addition, someone who has a reason and purpose in reading, it will play an important role in increasing interest in reading.

External factors that cause low reading ability in Indonesia are lack of facilities and infrastructure, lack of time provided for reading, increasingly advanced technology, lack of funds or financial readers and the existence of an unsupportive environment. Indicators of facilities and infrastructure are discussed in more detail several studies as reasons for low reading interest, for example, lack of sources or books used as reading material. Lack of reading facilities such as libraries or reading parks also includes the effects of lack of interest in reading. In addition, the existence of a library or reading garden is absolutely necessary equipped with supportive rooms so that readers can enjoy their activities. The allocation of time to read also has an impact on low reading ability.

Some studies say the division of reading time affects reading interest. Lack of free time turns out to be one of the causes of the person's disinterest in reading. In addition, increasingly sophisticated technology has a positive effect on people. Some research results state that the increase in the use of electronic devices such as television, mobile phones and computers / laptops is also a factor that causes low interest in reading books in Indonesia. Family economic/financial conditions and an unfavorable environment are also the causes of low interest in reading in Indonesia.

The conclusion of RQ1 is that the cause of Indonesia's low reading interest is influenced by internal and external factors. Internal factors are lack of self-motivation, low literacy and lack of reason or purpose for readers to take such actions to read External factors are lack of facilities and infrastructure such as lack of references/books and places to read, lack of time allocation, increasingly advanced technology, lack of funds, economic factors of readers and less supportive environment.

Table 2. Categories due to low reading interest

Category	Defenisi	Article	Sum
Low learning outcomes	Changes gained from low learning outcomes	Anjani,dkk (2019). Pengaruh Implementasi Gerakan Literasi Sekolah terhadap Minat Baca dan Kemampuan Membaca Pemahaman Siswa Kelas V SD II Kuta Utara. PENDASI: Jurnal Pendidikan Dasar Indonesia, 3(2), 74-83.	1
Low quality and quality of human resources	The level of something	Sayfril, dkk (2021). Identifikasi Faktor Penyebab Rendahnya Minat Baca Mahasiswa Pendidikan Geografi pada Referensi Geografi di Perpustakaan Daerah Provinsi NTB, UM Mataram, dan Perpustakaan FKIP UM Mataram. Jurnal Kajian Penelitian & Pengembangan Pendidikan,7(2), 11-19	1

Category	Defenisi	Article	Sum
Underdevelopment and underdevelopment	Underdevelopment or lag of development	Mahardika (2020). Penyediaan Teras Baca bagi Masyarakat Desa Pondok Kacang sebagai Solusi Cerdas Mengawali Budaya Membaca. Seminar Nasional Pengabdian Masyarakat LPPM UMJ, 1-4.	1
Unemployment	Someone who is not working or is looking for work	Mahardika (2020). Penyediaan Teras Baca bagi Masyarakat Desa Pondok Kacang sebagai Solusi Cerdas Mengawali Budaya Membaca. Seminar Nasional Pengabdian Masyarakat LPPM UMJ, 1-4.	1
Lack of socialization	Counseling shown to explain something	Ilmi, dkk (2021). Gerakan Literasi Sekolah dalam Meningkatkan Minat Baca Siswa Sekolah Dasar. EDUKATIF: Jurnal Ilmu Pendidikan, 3(5), 2866-2873	1
Literacy crisis	Literacy instability	Subakti, dkk (2021). Implementasi Gerakan Literasi Sekolah pada Masa Pandemi Covid-19 dalam Meningkatkan Minat Baca Siswa Sekolah Dasar. Jurnal Basicedu, 5(4), 2489-2495	1
Lack of references	The basis of the mold	Mumpuni, dkk (2019). Analisa Faktor yang Mempengaruhi Minat Baca Mahasiswa PGSD. DWIJA CENDEKIA: Jurnal Riset Pedagogik, 3(2), 123-132	1

RQ 2 Due to Low Interest in Reading in Indonesia

The formulation of the RQ2 problem is related to the classification of low reading interest in Indonesia. Table 2 describes the category grouping of article classification results. From the table it can be concluded that this has several consequences for low reading interest.

The first category due to low interest in reading in Indonesia is low student learning outcomes in schools. This category will be discussed in more detail later and determined in several studies on reading interest. Several articles from this study support that one of the causes of low reading literacy in Indonesia is the learning outcomes of students who are not optimal. Quality and quality also greatly affect the low interest in reading in Indonesia, causing underdevelopment and underdevelopment. In other words, countries with high reading interest do better than countries with low reading interest. Low human resources can lead to a lot of unemployment.

Companies tend to hire people who have good vision and quality than those who don't. Low interest in reading also affects their social skills. Someone who is very fond of reading is more adaptable and socializes with the surrounding conditions well. It will be easier to make decisions in life, so it will be very beneficial to get opportunities and opportunities.

The last category due to low interest in reading is the literacy crisis. This crisis is an unstable and dangerous situation or condition. which can have a negative impact on individuals,

groups and surrounding communities. Literacy is very important to increase knowledge and understanding in society. Furthermore, this literacy crisis is caused by a lack of public awareness about the importance of reading and literacy in life.

Table 3. Categories of solutions done to increase reading interest

Category	Defenisi	Article	Sum
Activities/programs	Activities, effort, and work done to get something	Anisah (2020). Upaya Peningkatan Minat Baca dan Pengetahuan Siswa Melalui Model Pembelajaran Inkuiri di MTs. Miftahul Huda Jleper Demak Jawa Tengah. Jurnal Pedagogy: Jurnal Penelitian dan Pengembangan pendidikan	1
Reading Media	A means used as a facility for reading	Ardana, dkk (2018). Pengaruh Model Pembelajaran Reading Concept Map Reciprocal Teahing (REMAP RT) terhadap Pemahaman Konsep Matematika Siswa Kelas VIII SMP Negeri 1 Singaraja. Jurnal Pendidikan Matematika Undiksa, IX(1), 2613-677	1
Reading Place	Tempat yang digunakan untukmembaca	Dafit, dkk (2020). Pengaruh Program Pojok Literasi terhadap Minat Baca Mahasiswa PGSD FKIP UIR. Jurnal Basicedu, 4(1), 117-130	1
Technology	Alat yang membantu meringankan pekerjaan	Alroy, dkk (2021). Pengaruh Aplikasi MobileIPUSNAS terhadap Perkembangan Minat Baca Masyarakat. Prosiding SeminarSITASI, 149-155	1
Game	Sebuah barang atau sesuatuyang memanfaatkan untuk hiburan	Ating (2018). Permainan media Puzzle untuk Menumbuhkan Minat Baca Siswa Kelas Rendah SD Kupang Bondowoso. Prosiding FKIP Universitas Jember Halaman 74-83	1

Category	Defenisi	Article	Sum
Environment	Segala sesuatu yang ada disekitar kita	Kandow (2021). Strategi Dinas Perpustakaan Daerah dalam Meningkatkan Minat Baca Masyarakat Kabupaten Bolaang Mongondow Timur. JAP, 7(109), 34-43. Kemendikbud, B. (2019). Pendidikan di Indonesia belajar dari hasil PISA 2018. Pusat Penilaian Pendidikan Balitbang KEMENDIKBUD, 021, 1-206	1

RQ 3: Solutions to increase reading interest in Indonesia

The formulation of the RQ3 problem relates to the classification of articles based on what solutions are found to increase reading interest in Indonesia. Table 3 shows some categories obtained from the results of the analysis of related articles. Different solutions to increase reading interest in Indonesia, including through the use of activities/programs, reading media, reading places, the use of technology, games and the surrounding environment.

The first category is often discussed in several studies, one way to increase interest in reading is by the existence of activities or programs. Many studies discuss several programs created to increase interest in reading. Programs include cultural literacy programs, reading corner programs and activities, storytelling and many more. More cultural literacy programs It has been widely discussed in several studies. This literacy is not only for students, but also for the surrounding community.

The next category as a solution to increase reading interest is through reading media. Some studies have found that the availability of media or reading materials is very important in increasing reading interest. Reading media must be made as attractive as possible according to the surrounding circumstances to be right on target. Reading materials that have been and are being worked on are story books, picture story books, comic books, game books, and many other interesting books.

The next category is to provide a place to read. To read, a person needs a quiet and comfortable place so that he enjoys reading books. Several studies address the issue of reading interest associated with where to read. Several reading rooms, including libraries, reading gardens, reading terraces, mobile reading libraries and boat libraries. This reading place can increase interest in reading can also be used as a means to implement literacy culture in Indonesia.

In addition to the above categories, technology also plays an important role in fostering reading interest in Indonesia. Some studies say that the use of technology that can be used together can increase reading interest. Technology developing from day to day can be used as a solution to stimulate reading interest in Indonesia. The utilization of this technology can be done using *gadgets*, laptops, tablets, computers, and many other devices. This is exploited through the use of applications to provide reading materials such as iPusnas which will later become reading materials in the form of digital books / *e-books*.

The next category is games. In some studies, the solution to increase reading interest is to use games in the form of educational games. This game uses puzzles until a unique game is found, Balsam Plang (read five minutes before going home). Children prefer to learn sambil play. Some studies apply games as a solution to increase reading interest.

The last category is environment. Several studies emphasize that a supportive environment can be one solution to increase reading interest in Indonesia. There are several for example, literacy communities. In addition, support from parents and teachers can also be a solution. Creating a reading-friendly environment affects something that exists within this environment.

D. Conclusion

This study was conducted by *systematic literature review (SLR)*, systematically examined about the low interest in reading in Indonesia. Based on the results of the examination (review) of 20 articles that went through several stages of selection.

The SLR results obtained in the study revealed several problems related to low reading interest, that there are two factors causing low reading interest, namely external factors and internal factors. Both categories consist of several indicators. Indicators of internal factors are lack of self-motivation, low reading skills, and lack of reason and intention of the reader to read. Other factors are minimal finances and a less supportive environment.

External factors are the lack of facilities and infrastructure, such as lack of references/books and places to read, lack of time allocation, increasingly sophisticated technology, lack of financial and economic readership, and lack of support from the surrounding environment.

Suggestion

Students are expected to develop an interest in reading. Because by reading, students can gain new knowledge and understanding. In addition, students should be more active in motivating themselves and conveying the importance of reading. Extraordinary encouragement can be used as motivation and competition so that it can be implemented in students in order. Improved facilities and infrastructure are needed, it is one of the most important supporting factors to increase reading interest in Indonesia.

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