

The Influence of Library Services and Communication on the Reading Interest of Nine Sembawa Elementary School Students

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Abstrak

Penelitian ini bertujuan untuk menganalisis secara komprehensif pengaruh layanan perpustakaan dan komunikasi terhadap minat baca siswa di SD Negeri 9 Sembawa. Penelitian ini dilatarbelakangi oleh rendahnya minat baca siswa sekolah dasar yang masih menjadi tantangan dalam pengembangan budaya literasi di lingkungan sekolah. Perpustakaan sekolah sebagai pusat sumber belajar memiliki peran strategis dalam menyediakan bahan bacaan yang variatif, fasilitas yang memadai, serta layanan yang ramah dan profesional. Di sisi lain, komunikasi yang efektif antara pustakawan, guru, dan siswa menjadi faktor penting dalam membangun motivasi, memberikan arahan membaca, serta menciptakan suasana literasi yang kondusif. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei. Populasi penelitian adalah seluruh siswa SD Negeri 9 Sembawa, dengan sampel sebanyak 60 responden yang dipilih secara acak menggunakan teknik random sampling. Instrumen penelitian berupa kuesioner terstruktur yang telah melalui uji validitas dan reliabilitas. Data dianalisis menggunakan teknik regresi linier berganda setelah terlebih dahulu memenuhi uji asumsi klasik. Hasil penelitian menunjukkan bahwa layanan perpustakaan berpengaruh positif dan signifikan terhadap minat baca siswa. Komunikasi yang efektif antara pustakawan, guru, dan siswa juga berpengaruh positif dan signifikan terhadap peningkatan motivasi serta keterlibatan siswa dalam kegiatan membaca. Secara simultan, kedua variabel tersebut memberikan kontribusi yang kuat dan signifikan terhadap minat baca siswa. Temuan ini menegaskan bahwa peningkatan kualitas layanan perpustakaan yang diintegrasikan dengan komunikasi yang terarah, persuasif, dan berkelanjutan mampu mendorong siswa untuk lebih aktif memanfaatkan fasilitas perpustakaan serta membentuk kebiasaan membaca yang konsisten. Penelitian ini merekomendasikan penguatan manajemen layanan perpustakaan dan pengembangan strategi komunikasi kolaboratif sebagai upaya sistematis dalam meningkatkan budaya literasi di sekolah dasar.

Kata kunci: Layanan Perpustakaan, Komunikasi Pendidikan, Minat Baca, Siswa Sekolah Dasar, Literasi Sekolah, Manajemen Perpustakaan

Abstract

This study aims to comprehensively analyze the influence of library services and communication on students' reading interest at SD Negeri 9 Sembawa. The research is motivated by the persistent challenge of low reading interest among elementary school students, which remains a significant issue in the development of school literacy culture. School libraries function as strategic learning resource centers by providing diverse reading materials, adequate facilities, and professional service quality. In addition, effective communication among librarians, teachers, and students plays a crucial role in fostering motivation, guiding reading activities, and creating a supportive literacy environment. This study employed a quantitative approach using a survey method. The population consisted of all students at SD Negeri 9 Sembawa, with a sample of 60 respondents selected through random sampling techniques. The research instrument was a structured questionnaire that had undergone validity and reliability testing. Data were analyzed using multiple linear regression after fulfilling classical assumption tests. The findings indicate that library services have a positive and significant effect on students' reading interest. Furthermore, effective communication among librarians, teachers, and students significantly enhances students' motivation and engagement in reading activities. Simultaneously, both variables contribute strongly and significantly to students' reading interest. These results confirm that improving library service quality integrated with structured, persuasive, and continuous communication strategies can encourage students to utilize library facilities more actively and develop consistent reading habits. The study recommends strengthening library service management and developing collaborative communication strategies as systematic efforts to enhance literacy culture in elementary schools.

Keywords: Library Services, Educational Communication, Reading Interest, Elementary School Students, School Literacy, Library Management

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1. INTRODUCTION

Reading literacy constitutes a fundamental competence that significantly influences students' academic achievement, cognitive development, and lifelong learning capacity. At the elementary school level, the cultivation of reading interest is particularly crucial because it forms the foundation for higher-order thinking skills and independent learning habits. Recent studies emphasize that early exposure to structured literacy programs positively affects students' motivation and comprehension abilities (Maryanah & Maknun, 2023). Similarly, research indicates that students who demonstrate higher reading interest tend to achieve better academic outcomes and display stronger analytical skills (Azhari & Ramadan, 2022). Despite these findings, many elementary schools continue to face challenges in fostering consistent reading engagement among students, suggesting the need for integrated institutional support systems.

School libraries play a strategic role as learning resource centers that provide access to diverse reading materials, supportive environments, and instructional guidance. The revitalization and optimization of library management have been shown to enhance students' literacy engagement when supported by appropriate facilities and professional services (Kristanti et al., 2025). Furthermore, effective library service management, including the availability of relevant collections and user-oriented services, significantly contributes to improving reading interest (Nugroho et al., 2024). Empirical evidence also demonstrates that excellent library services are positively associated with increased student motivation to read (Kurniawan et al., 2025). In addition, the physical condition and accessibility of library facilities are reported to correlate with students' reading frequency and enthusiasm (Safitri & Widagdo, 2024). These findings suggest that the quality of library services is not limited to material availability but extends to the overall user experience and service effectiveness.

Beyond infrastructure and service quality, interpersonal and instructional communication within the school environment substantially influences students' reading behavior. Teachers' active involvement in motivating and guiding reading activities has been identified as a decisive factor in strengthening literacy culture (Syafira & Dafit, 2023). Instructional strategies implemented by teachers, including reading guidance and interactive discussions, have also proven effective in stimulating students' reading interest (Prastya & Ashadi, 2020). Moreover, innovative library management approaches that integrate communication-based engagement strategies further enhance children's reading participation (Lamatenggo et al., 2024). Research on the implementation of the School Literacy Movement (GLS) highlights that collaborative communication among school stakeholders significantly supports the development of sustainable reading habits (Apriani et al., 2025). These studies collectively indicate that communication functions not only as a supportive element but as a core mechanism in shaping reading motivation and engagement.

Although numerous studies have examined library services and communication separately, limited research has simultaneously analyzed both variables within a single empirical model, particularly in elementary school contexts at the local level. Previous investigations into the role of school libraries confirm their contribution to improving primary students' reading interest, yet often focus on singular aspects of service or management (Dabukke et al., 2020). Consequently, a comprehensive understanding of how library services and communication interact to influence reading interest remains insufficient. Addressing this gap, the present study investigates the combined effect of library services and communication on students'

reading interest at SD Negeri 9 Sembawa. By integrating these two determinants within one analytical framework, this research offers a more holistic perspective and provides practical implications for strengthening literacy culture through both structural improvement and communicative engagement strategies in elementary schools.

2. METHOD

This study applied a quantitative research design with a survey approach to investigate the influence of library services and communication on students' reading interest. A quantitative design was selected because it enables objective measurement of variable relationships and allows statistical testing of hypotheses within a defined population. Quantitative explanatory research is widely recommended for examining causal relationships among educational variables (Creswell & Creswell, 2019). Survey methods are particularly suitable for collecting structured data related to perceptions, attitudes, and behavioral tendencies in school settings (Fraenkel et al., 2019). Furthermore, correlational quantitative studies provide empirical evidence regarding predictive relationships between independent and dependent variables (Johnson & Christensen, 2020).

The research was conducted at SD Negeri 9 Sembawa during the academic year in which the study was implemented. The population consisted of all students enrolled at the school. From this population, 60 students were selected as respondents using a simple random sampling technique. Random sampling was chosen to ensure that each student had an equal opportunity to participate, thereby minimizing selection bias (Etikan & Bala, 2019). The use of probability sampling strengthens the representativeness of findings in quantitative studies (Taherdoost, 2020). The sample size was considered adequate for regression-based statistical analysis, as multivariate models require sufficient observations to produce stable and reliable parameter estimates (Hair et al., 2021).

Data collection was carried out using structured questionnaires designed to measure three main variables, namely library services as the first independent variable, communication as the second independent variable, and reading interest as the dependent variable. The questionnaire items were adapted from established educational measurement frameworks to ensure theoretical alignment and construct clarity (DeVellis & Thorpe, 2021). The indicators of library services included availability and diversity of reading materials, accessibility of facilities, service responsiveness, and overall service quality. Communication was measured through clarity of information delivery, frequency of interaction between librarians and teachers with students, feedback processes, and motivational encouragement. Reading interest was assessed based on students' enthusiasm for reading, frequency of voluntary reading activities, and engagement with library resources. The development of measurement scales followed systematic instrument construction procedures to maintain construct validity and conceptual consistency (Boateng et al., 2020).

Prior to hypothesis testing, the instrument underwent validity and reliability evaluation. Content validity was assessed through expert review to ensure that each item appropriately represented the intended construct (Zamanzadeh et al., 2020). Construct validity testing was conducted using item correlation analysis to confirm that each statement significantly contributed to the variable it measured. Reliability testing was performed using Cronbach's Alpha coefficient to determine internal consistency (Taber, 2019). Reliability standards followed established statistical guidelines to ensure measurement stability and consistency (Bonett & Wright, 2020). These procedures ensured that the instrument met psychometric requirements before proceeding to inferential statistical analysis.

The collected data were analyzed using multiple linear regression analysis to examine both partial and simultaneous effects of the independent variables on reading interest. Prior to regression testing, classical assumption tests were conducted, including normality, linearity, multicollinearity, and homoscedasticity tests, to confirm the suitability of the regression model (Field, 2020). Multiple regression analysis is widely applied in educational research to examine predictive relationships involving more than one independent variable (Montgomery et al., 2021). The level of statistical significance was determined at 0.05 in accordance with conventional standards in social science research (Wooldridge, 2020). Through this analytical framework, the study aimed to generate valid and reliable empirical evidence concerning the extent to which library services and communication influence students' reading interest at SD Negeri 9 Sembawa.

3. RESULT AND DISCUSSION

Result

3.1 Descriptive Statistics of Variables

The study involved 60 students from SD Negeri 9 Sembawa. The descriptive statistics of the main variables Library Services (X_1), Communication (X_2), and Reading Interest (Y) are presented in Table 1.

Table 1. Descriptive Statistics of Library Services, Communication, and Reading Interest ($N = 60$)

Variable	Minimum	Maximum	Mean	Standard Deviation
Library Services (X_1)	45	90	68.5	11.2
Communication (X_2)	40	88	65.3	12.5
Reading Interest (Y)	50	95	70.7	10.8

Source: Primary Data, 2026

From Table 1, it can be observed that the students generally rated library services and communication at a moderate-to-high level. Reading interest also exhibited a relatively high mean score, indicating that most students displayed positive reading engagement.

3.2 Results of Multiple Linear Regression Analysis

Multiple linear regression was used to determine both the partial and simultaneous effects of Library Services (X_1) and Communication (X_2) on Reading Interest (Y). Prior to the analysis, classical assumption tests for normality, linearity, multicollinearity, and homoscedasticity were conducted, all of which met the required assumptions (Field, 2020).

Table 2. Regression Analysis Results ($N = 60$)

Variable	B	SE B	Beta	t	p-value
Constant	15.32	5.41	–	2.83	0.006
Library Services (X_1)	0.42	0.09	0.48	4.67	<0.001
Communication (X_2)	0.36	0.11	0.39	3.27	0.002

Source: Primary Data, 2026

The results of the regression analysis indicate that library services have a positive and statistically significant effect on students' reading interest. Specifically, the regression coefficient for library services ($\beta = 0.48$, $p < 0.001$) suggests that improvements in the quality of library services such as the availability and diversity of reading materials, accessibility of

facilities, and responsiveness of staff are associated with higher levels of student engagement in reading activities. This finding aligns with prior research emphasizing that access to a variety of reading resources encourages voluntary reading among elementary school students and supports the development of literacy skills (OECD, 2019; Sari & Yusuf, 2021).

Similarly, communication also exerts a significant positive influence on reading interest, with a regression coefficient of $\beta = 0.39$ ($p = 0.002$). Students who receive clear guidance, motivational encouragement, and interactive communication from teachers and librarians demonstrate stronger reading engagement. This result corroborates educational psychology literature indicating that dialogic interactions and supportive communication enhance intrinsic motivation for reading and promote self-regulated learning (Guthrie et al., 2020; Epstein, 2019).

When both variables library services and communication are considered simultaneously, the model explains 52% of the variance in students' reading interest ($R^2 = 0.52$), and the F-test ($F = 30.68$, $p < 0.001$) confirms that the combined effect is statistically significant. These findings indicate a synergistic relationship between the two variables, suggesting that high-quality library services and effective communication mutually reinforce each other in promoting reading interest. The results are consistent with research on whole-school literacy programs, which highlights that structural support, combined with interpersonal guidance, is more effective in fostering a culture of reading than single-factor interventions (Fullan, 2020; UNESCO, 2021).

Overall, the study confirms that both library services and communication individually and jointly play a crucial role in shaping elementary students' reading interest. Enhancing the quality of library resources and fostering clear, interactive communication between school staff and students are therefore essential strategies for promoting literacy engagement and cultivating a reading culture in primary education contexts.

Discussion

The significant influence of library services on reading interest suggests that access to well-managed resources creates a conducive literacy environment. From a theoretical perspective, ecological models of learning emphasize that environmental supports strongly shape student engagement patterns (Bronfenbrenner & Morris, 2021). In elementary education, the presence of attractive and accessible reading materials stimulates curiosity and sustained reading behavior (Mullis et al., 2021). The findings of this study reinforce the idea that institutional readiness and service quality directly affect literacy engagement, particularly at the foundational level of schooling.

The positive effect of communication confirms that interpersonal dynamics within the school context play a vital motivational role. Social cognitive theory posits that verbal encouragement and modeling behaviors significantly enhance students' self-efficacy and persistence in academic tasks (Bandura, 2020). In literacy education, interactive dialogue between educators and learners fosters deeper comprehension and stronger interest in reading materials (Alexander, 2020). Furthermore, recent educational communication studies indicate that structured feedback and motivational dialogue are predictive of sustained reading habits (Wentzel & Miele, 2022). The present findings therefore substantiate communication as a transformative factor in literacy development.

The simultaneous influence of both variables highlights the importance of adopting a holistic institutional strategy. Systems theory in education suggests that effective outcomes emerge from coordinated structural and relational components rather than isolated interventions (Senge, 2021). Evidence from international literacy reform initiatives shows that improvements in facilities must be accompanied by pedagogical and communicative enhancement to achieve lasting impact (World Bank, 2022). In this context, the synergy observed in the regression results demonstrates that service quality without communication may limit utilization, while communication without adequate resources may reduce effectiveness.

Although the findings are statistically significant, contextual factors should also be considered. Student motivation is influenced by broader sociocultural and technological environments that interact with school-based interventions (Livingstone et al., 2019). Nevertheless, school-level improvements remain a controllable and strategic starting point for literacy development (OECD, 2022). The present study contributes to empirical literature by confirming, within a local elementary school context, that strengthening both library services and communication systems constitutes an effective dual approach to enhancing reading interest. This reinforces the need for integrated literacy policies that balance infrastructural quality with human interaction dynamics.

4. CONCLUSION

This study demonstrates that both library services and communication significantly influence the reading interest of students at Nine Sembawa Elementary School. The key finding shows that higher-quality library services including the availability of diverse reading materials, accessible facilities, and supportive librarian guidance positively impact students' motivation and engagement in reading. At the same time, effective communication among librarians, teachers, and students plays a crucial role in encouraging students to utilize library resources and develop consistent reading habits. When considered together, library services and communication strongly and simultaneously enhance reading interest, highlighting the complementary nature of these factors. Practically, this implies that schools should adopt a dual-focused strategy: improving the quality and accessibility of library services while fostering structured, interactive communication between educators, librarians, and students to cultivate a sustainable reading culture. Implementing activities such as collaborative reading programs, guided library sessions, and regular reading discussions can further strengthen students' engagement. For future research, studies could explore additional factors that may influence reading interest, such as digital literacy programs, parental involvement, or socio-cultural influences, and test the model in different school settings or larger populations to enhance generalizability. Overall, this study underscores the importance of combining high-quality library services with effective communication strategies to optimize students' reading experiences and supports the development of practical interventions aimed at fostering a lifelong love of reading among elementary school students.

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