


Employing Strategic Procurement of Booklets to Enhance Employee Reading Interests

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Article Info	Abstract
<p>Article history: Received: 12/26/2022 Revised: 01/14/2023 Accepted: 04/30/2024</p>	<p>Purpose – This research aims to explore the potential of using booklets to stimulate reading interest among employees at the Education Quality Assurance Center (BPMP) D.I. Yogyakarta, thereby addressing the gap in understanding adult reading interest within professional or workplace environments and specifically in non-formal educational settings like libraries.</p>
<p>Keywords: <i>Employee Engagement, Reading Habits, Strategic Procurement</i></p>	<p>Design/methods/approach – A qualitative approach was employed in this research, leveraging techniques such as observations, interviews, and documentation analysis—the study methodology involved observing employees' behavior, conducting in-depth interviews, and examining available written data.</p> <p>Findings – The study's findings indicate that providing booklets can effectively enhance employee reading interest. Other methods also emerged from the survey, including enhancing library resources, creating immersive experiences, and promoting reading culture through supportive government initiatives.</p> <p>Research implications/limitations – This study provides a rich understanding of the factors affecting reading interest in a non-formal educational setting. It offers recommendations to improve the state of adult literacy and academic quality. However, the limitations of this study, such as reliance on self-reported data and limited sample size, highlight the need for future research to confirm these findings and explore other potential interventions and contexts.</p> <p>Practical implications – The findings offer valuable insights for educational institutions, specifically non-formal educational settings, to improve employee reading interest, thereby contributing to national literacy rates and overall academic quality.</p> <p>Originality/value – This study adds to the literature by comprehensively examining the factors influencing reading interest in professional and non-formal educational environments. Furthermore, it suggests practical strategies that can be implemented to stimulate reading interest among adults.</p>
	<div data-bbox="491 1451 641 1505" data-label="Image">  </div> <p>© 2024 by the authors. It was submitted for possible open-access publication under the terms and conditions of the Creative Commons Attribution (CC BY NC) license (http://creativecommons.org/licenses/by/4.0/).</p>

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Introduction

Education plays an exceedingly crucial role in enlightening the nation's life, as stated in Article 31 of the 1945 Constitution of Indonesia, which guarantees every citizen's right to education. The government obliges every citizen to attend primary education. Education is divided into formal and non-formal education (Haerullah & Elihami, 2020). Formal education is conducted in schools, which contributes to realizing national educational goals, utilizing curricula designed through various experiments or research. On the other hand, non-formal education takes place in the community or outside of school, where the creativity of individuals can be observed, and programs are designed according to individual interests and talents (Johnson & Majewska, 2022). Both forms of education significantly influence the nation and contribute to achieving excellence in various dimensions of life (Wiśniewska & Grudowski, 2023).

Learning resources encompass all data sources, individuals, and specific forms that can be utilized by students or individuals, individually or in combination, to assist them in achieving specific learning objectives or acquired competencies. One of the longstanding learning resources is the library, which remains essential in educational institutions and training centers (Soltani & Nikou, 2020). The library serves as the heart of an educational institution as it contains various types of books and journals from multiple disciplines required by the institution. The library is a means to enlighten the nation through non-formal education, acting as an agent of change and development for the surrounding community (Manurung et al., 2021). Many government institutions have libraries, such as the BPMP D.I. Yogyakarta, where the Ministry of Research, Technology, and Higher Education provides facilities for employees and the local community to read the library with sufficient facilities and diverse references.

Reading interest grows from each individual's inclination; thus, to enhance reading interest, the awareness of every individual is necessary (Lustyantie & Aprilia, 2020). Developed countries are characterized by high reading interest among their populations (Paprotny, 2021). Therefore, reading interest holds a crucial position in a nation's progress. Indonesia ranks bottom in reading interest compared to ASEAN countries and other foreign governments. Internationally, Indonesia has a reading index of 0.001, meaning that out of every thousand people, only one has a high reading interest (Wahyuni, 2010). This condition vastly differs from the United States, with a reading index of 0.45, and Singapore, 0.55. According to a survey by UNESCO, Indonesia's reading interest ranks 38th out of 39 countries studied. Other data also confirm the same fact. The UNDP document in the Human Development Report 2000 reported that the literacy rate among adults in Indonesia is only 65.5%. Malaysia has reached 86.4%, and developed countries such as Australia, Japan, England, Germany, and the United States generally achieve 99.0%. With such conditions, it is not surprising that the quality of education in Indonesia could be better (World et al., 2023).

Several studies have contributed to understanding the role of reading interest and its impacts on education and psychological development. For instance, bibliotherapy training has been shown to enhance social-emotional skills (Basari et al., 2023). Further, reading motivation was significantly associated with second-grade students' well-being and reading achievement (Vaknin-Nusbaum & Tuckwiller, 2023). Research also revealed that highly motivated readers tend to engage more in text-related thinking, resulting in improved comprehension outcomes (Soemer et al., 2023). This highlights the role of reading interest in fostering cognitive engagement and comprehension skills (Taboada Barber et al., 2020).

Family involvement and intrinsic motivation also play critical roles in reading interest and its outcomes. Studies demonstrated that parent-child interaction using newspapers indirectly affected children's academic achievement through the mediating effect of reading motivation (Choi et al., 2022a). Additionally, adolescents with high intrinsic reading motivation exhibited similar reading enjoyment and achievement levels as those who read many books (Wang et al., 2022). These studies underscore the importance of fostering intrinsic motivation and family involvement in promoting reading interest and its beneficial outcomes (Troyer et al., 2019).

Despite the significant strides in understanding the role and impacts of reading interest, several gaps and limitations exist in previous research. Many studies focus on particular demographic groups, such as adolescents and children, and formal school environments (Hidi, 2023). There is a lack of comprehensive research on reading interest among adults in professional or workplace settings. Moreover, there is a need for context-specific studies, particularly in non-formal educational settings such as libraries, to understand how to foster reading interest in these contexts.

This study aims to address these gaps by examining the provision of booklets to increase employee reading interest at the Education Quality Assurance Center (BPMP) D.I. Yogyakarta. It employs a qualitative approach, utilizing observation, interviews, and documentation as data collection techniques. This research aims to enhance the understanding of how to foster reading interest in a non-formal education setting, which could potentially contribute to improving national literacy rates and overall educational quality. This could, in turn, provide significant insights into promoting reading interest among adults and in professional settings, thereby enriching the literature on reading interest and its influences.

Methods

The research methodology employed for this study was qualitative, aimed at gathering comprehensive and contextual insights into the reading interest of employees at the Educational Quality Assurance Center (BPMP) D.I. Yogyakarta, Indonesia (Cohen et al., 2017). They conducted at BPMP D.I Yogyakarta, situated at Jl. Raya Solo-Yogyakarta No. 11, Juwagen, Purwomartani, Kalasan District, Sleman Regency, the study utilized observational techniques as an initial step, enabling first-hand data collection about ongoing activities (Yona, 2006). Following this, in-depth interviews were held with select employees from various divisions, including the General Subdivision, the Equipment Division, and the section employees, offering a diverse and comprehensive perspective (Yona, 2006). Additionally, the documentation method was employed to gather relevant written data, enriching the depth and breadth of information collected. Thematic analysis was applied to the gathered data, permitting identifying and interpreting patterns within our qualitative findings. To ensure the study's reliability and validity, methodological triangulation was used by implementing observation, interviews, and documentation, enhancing data accuracy. Furthermore, the validity was augmented via member-checking, where interviewees validated the study's findings, thus reducing potential researcher bias.

Results

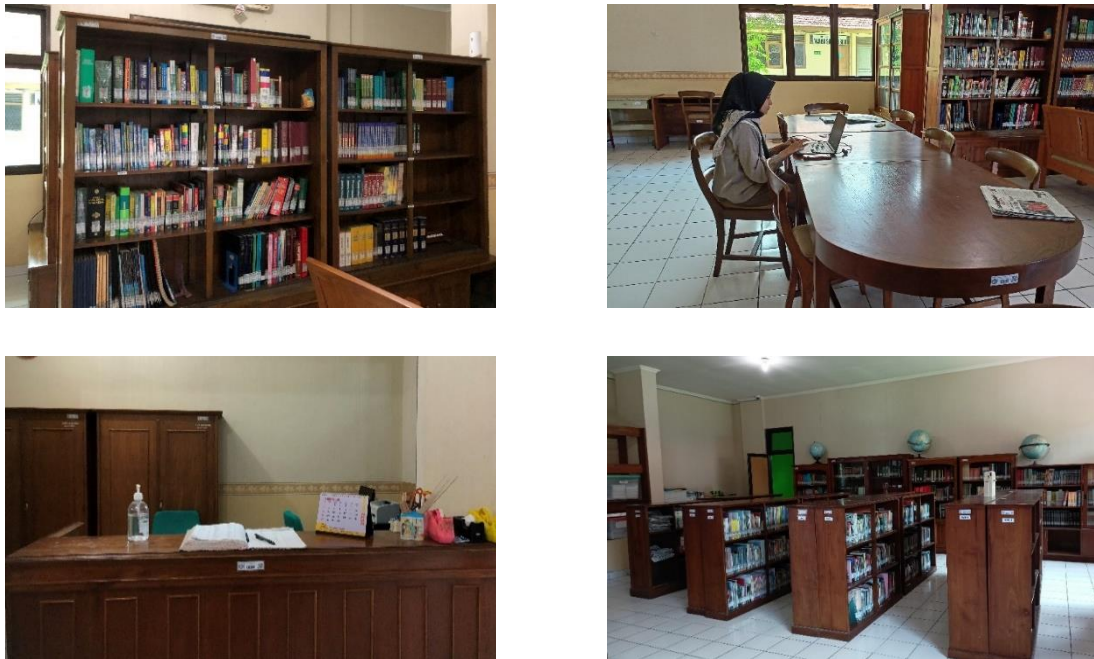
1. Reading Interest

Interest is the acceptance of a relationship between oneself and something else, and the stronger the relationship, the stronger the interest. Interest is the emotion of liking and being attracted to an activity or task, demonstrated by the desire and inclination towards that activity without coercion. Having an interest in reading is a highly beneficial investment. Homework is necessary for all aspects (Tarigan, 2019). Herlina & Suwatno (2018) explain interest as a continuous tendency. Interest is influenced by physical and intellectual development, willingness to learn, experience, reading materials, environmental conditions, and parental support. The indicators of reading interest are divided into four aspects: (1) liking, indicated by enthusiasm and initiative, (2) interest, indicated by responsiveness and eagerness, (3) attention, indicated by concentration and precision; and (4) engagement, indicated by willingness and perseverance.

Two factors influence reading interest, namely internal factors that include feelings, attention, and motivation, while external factors consist of the role of lecturers, environment, and facilities. The reading interest of BPMP D.I. Yogyakarta employees still needs to be higher, as seen from the daily attendance of fewer than ten employees visiting the library. There is a need for an excellent strategy to increase employees' interest in reading amidst their work. The library's collection at BPMP D.I. Yogyakarta is comprehensive and well-

organized, in line with the importance of up-to-date and balanced library materials, as emphasized by Sulisty-Basuki (Sulisty-Basuki, 1993). These requirements should be underlined that the selected library collections are in good condition and available for use or rental by users, neatly arranged on shelves. There is also a wide availability of written works that can serve as references for employees and teachers in their research. It is unfortunate if these resources are not utilized properly, especially considering the already complete facilities. The room also has air conditioning, sofas, and comfortable reading areas.

Figure 1. Library Collection and Facilities



There are two ways to measure someone's reading interest. Firstly, someone is interested in activities such as reading, so those who find it enjoyable have a greater memory capacity to be interested in reading. Secondly, another approach is based on the exciting content or object, namely the exciting stimulus material that influences a person's abilities. This approach makes them more interested in situational factors that influence reading interest. For example, the type of reading material, individual processes, descriptive reading memory, visual stimuli such as objects or pictures seen, auditory stimuli such as hearing conversations about reading, or a combination of visual and auditory stimuli like watching television. Many factors influence the task. Firstly, text models (lessons), in many studies, text models make reading activities more enjoyable. It is secondly, changing certain aspects of the learning environment. The low reading interest is due to the low purchasing power of books related to weak economic conditions and the low awareness of the importance of books, and the reasons for the quiet reading are negative impacts of electronic media development (Bungsu & Dafit, 2021).

2. Increasing Reading Interest

The government has launched the reading culture through Law No. 43 of 2007 to increase the reading culture. To improve the quality of the Human Development Index (HDI), literacy culture needs to be promoted by developing and utilizing libraries as sources of written, printed, and recorded information. Secondly, in Article 7, paragraph b, the government ensures security in implementing and managing libraries as centers and shared learning sources. Meanwhile, Article 49 regulates support for community reading culture programs, and the government encourages the growth of public libraries. The government promotes the

development of public libraries, community reading gardens, and reading houses throughout the country. The organization of libraries at the central and regional levels currently faces various obstacles as an effort by the government to increase the public's reading interest,

Based on the Law, every institution is required to have a library for the public, such as the one located at the Balai Penjaminan Mutu Pendidikan (BPMP) D.I. Yogyakarta, which has a library with various collections and serves as a place to store works created by employees. Efforts to cultivate reading interest aim to make people aware and understand that reading can be an enjoyable experience through reading (Simanjuntak, 2011). The first step in encouraging someone to visit the library is to develop their reading interest and make it appealing. If someone wants to come to the library, it starts with creating something that motivates users to be interested, thus providing a pleasant experience.

One of the ways to do this is by providing a booklet that contains all aspects of the BPMP D.I. Yogyakarta library, which can enhance the interest of BPMP employees to visit the library more frequently. This booklet includes the library's social media, information about library opening hours, rules that can be followed, divided into regulations for employees and the general public, services provided to users, available rooms in the library, collections, visitor attendance procedures, collection search procedures, circulation procedures, and various information related to the layout and available photos in the library. The booklet is available in PDF format, which can be shared through employee groups, in print form, in the library, and in easily accessible areas for employees. The employees' interest in the booklet can stimulate their presence in the library to explore the collections and facilities beyond what is written or depicted in the brochure.

Figure 2. Library Booklet and Booklet Distribution



A strong desire to read books to support reading interest is necessary to develop a reading interest. Interest is a state that arises when a person sees a situation closely related to their wants and needs. Reading interest is motivation, affection, and attention to reading activities from within and outside oneself. Individuals interested in reading activities are usually happy and capable of reading more comprehensively (Tarigan, 2019). All routine activities can be done through habituation, and the human tendency is to develop habits. Therefore, reading should become a necessity of life and a cultural practice that should be cultivated from an early age.

Discussion

This study aimed to assess and develop methods to increase employees' reading interest at the Educational Quality Assurance Center (BPMP) D.I. Yogyakarta. The study delves into the intricacies of reading interest, emphasizing the importance of internal and external factors in influencing it. The library environment, resources, and the role of lecturers were identified as pivotal in fostering reading interest among the employees (Zami & Machdum, 2020). The research posits that the reading interest of BPMP D.I. Yogyakarta employees is currently not optimal, highlighting significant room for improvement, particularly given the available resources (Burhandwi, 2018).

The study's findings illuminate the pivotal role of interest in the relationship between individuals and reading. The data gathered suggests that a stronger relationship between the individual and the act of reading fosters a more intense interest. This is consistent with the concept that various factors such as physical and intellectual development, willingness to learn, experience, reading materials, environmental conditions, and parental support contribute to reading interest. These elements provide the foundation for indicators of reading interest, including liking, interest, attention, and engagement (Dewi et al., 2020).

The results of the current study echo and build upon previous research. For instance, Basari et al. (2023) emphasized the impact of bibliotherapy training on social-emotional skills, suggesting a relationship between emotional sensitivity and reading interest. Moreover, the work by Vaknin-Nusbaum & Tuckwiller (2023) underscored the importance of reading motivation to overall well-being and reading achievement. The current study expands upon these previous findings by offering a detailed examination of factors contributing to reading interest in the context of an academic institution in D.I. Yogyakarta (Mustadi & Amri, 2020).

The relevance of the role of internal and external factors in reading interest is apparent in the research findings. Individuals' feelings, attention, and motivation significantly influence their interest in reading. This is in line with the work of Soemer et al. (2023), which indicates that motivated readers are more likely to engage in text-related thinking, thus leading to better comprehension outcomes. Similarly, Li & Gan (2022) suggest that reading efficacy, enjoyment, and vocabulary knowledge significantly predict reading comprehension, emphasizing the internal factors of reading interest. The external factors highlighted in the research, such as the role of lecturers and environmental conditions, parallel the findings of Choi et al. (2022), which show that parent-child interaction using newspapers indirectly affected children's academic achievement by mediating reading motivation (Choi et al., 2022b).

The effectiveness of introducing booklets and other promotional materials to enhance the employees' interest in library services in this study resonates with several previous studies. For instance, Choi et al. (2022b) revealed that parent-child interaction using newspapers indirectly affected children's academic achievement through the mediating effect of reading motivation. Similarly, Vaknin-Nusbaum & Tuckwiller (2023) found that high reading motivation was positively correlated with full-scale vitality scores and most of its first-order factors, indicating a relationship between reading motivation, well-being, and reading achievement in second-grade students. This suggests that informational booklets, by providing relevant and valuable library information, may promote reading interest among BPMP D.I. Yogyakarta employees (Burhandwi, 2018).

The current study's findings imply several potential strategies to improve reading interest. First, improving library resources and making them more accessible to employees could be beneficial. Second, creating engaging and appealing experiences for library users could further stimulate reading interest. Third, promoting a reading culture through government initiatives, such as Law No. 43 of 2007, may have broader implications for enhancing the reading interest in other institutions beyond the BPMP D.I. Yogyakarta. These strategies align with the findings of various previous studies, emphasizing the multi-faceted nature of the effort required to boost reading interest (Lustyantie & Aprilia, 2020). Overall, the present study underscores the necessity of implementing strategies to improve the reading interest of employees at the Educational Quality Assurance Center (BPMP) D.I. Yogyakarta.

By understanding the factors influencing reading interest and employing targeted measures. Significant advancements could be made in nurturing a culture of reading and lifelong learning among the employees (Hagel, 2021).

Conclusion

In conclusion, this study, conducted at the Education Quality Assurance Center (BPMP) D.I. Yogyakarta, has revealed the potential of booklets to enhance employees' reading interest, augmenting national literacy rates and overall educational quality. The findings suggest a multidimensional approach to fostering reading interest, including improved library resources, engaging user experiences, and government initiatives promoting a reading culture. However, the study acknowledges limitations, including reliance on self-reported data, limited generalizability, lack of long-term evaluation, narrow focus on one intervention, and small sample size. Despite these limitations, the study signals promising strategies for nurturing a reading culture. Future research should employ mixed methods, explore diverse settings, conduct long-term studies, investigate other interventions, and utilize larger sample sizes, to extend the understanding of reading interest cultivation in different contexts.

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