

ATTITUDE, INTEREST, SUPPORTING AND INHIBITING FACTORS ON READING ACTIVITY OF INDONESIAN ARMY AS ONE OF THE EFFORTS TO IMPROVE LITERATION CAPABILITY

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Abstract: This study aimed to uncover the relationship between attitudes towards reading activities with reading interest among the Indonesian Army as an effort to improve literacy skills. Data collection was carried out by a survey with a purposive sampling technique involving 60 Indonesian Army at the Indonesian Army Corps of Engineers at the Indonesian Army Headquarters (Indonesian: Pusat Zeni TNI Angkatan Darat Markas Besar Angkatan Darat/Pusziad Mabesad). The method of data analysis was done using linear regression. The results showed that the attitude towards reading had a positive and significant influence on reading interest. Attitudes towards reading activities were able to understand, explain, and predict the reading interest among the Indonesian Army. Limitations of this study were also described in this article.

Keywords: linear regression, survey, purposive sampling, attitude, reading interest

Background

Reading activity is a necessary practice for the development of human life. It certainly will always be associated with books, articles, newspapers, journals, and magazines. On the top of that, currently we are in the Industrial Revolution 4.0 where reading is a necessity through social media in the network. However, the biggest question here is what to read? Furthermore, does the reading material provide a great benefit for the reader? If the answer is yes, does the benefit relate to the field of work or educational background, or vice versa?

Therefore, according to Hodges (2010), reading is a cognitive activity that includes several processes: knowledge absorption, understanding, analytical skills, synthesis ability, and evaluation ability. Thus, the more accustomed to reading, a person will have broad knowledge, increased creativity, high imagination, advanced and open-minded point of view; and the reading habits can be an intelligent and talented human empowerment (Bruner, 1986). In general, both theorists and practitioners agree that reading is a manifestation of the nature of the learner regardless of the reading material (Bruner, 1986).

Indonesia is currently in the Industrial Revolution 4.0 era. Globally, we are not only required to be literate in technology, but also be updated on developments of technology, communication and information. Moreover, Indonesia in this kind of era is facing enormous challenges. Besides the economic crisis caused by the decline in the exchange rate of the rupiah against foreign exchange rates, the challenge faced is also in the form of a literacy crisis (Nazmudin, 2019).

Muyassaroh (2019) in her writings pointed out that based on a research conducted by Central Connecticut State University in 2016, Indonesia is the second worst among the world's 61 most literate nations, which is only higher than Botswana. Additionally, Muyassaroh (2019) also affirmed that Indonesian people's reading skills are very low. It is proven by research conducted by UNESCO (Muyassaroh, 2019). The results of the research indicate that only 1 in 1000 people in Indonesia read books (Muyassaroh, 2019).

Based on the statement of Muyassaroh (2019), Indonesia's condition is in a worrisome reality. Consequently, it is vulnerable for Indonesia to the spread of negative content in the current digital era. We can see that there are various expressions of hatred, hoax news, radicalism and intolerance that often appear on various social media. Automatically, this is a big threat to the people of Indonesia. One of the reasons is the low interest in reading, especially in terms of information related to these negative issues (Muyassaroh, 2019).

Such things can also occur in the Indonesian Army. Based on the results of preliminary observations which the author made in early 2020 on 100 Indonesian Army, 85% of participants only liked scrolling on social media, only 5% of participants liked reading, while the remaining 10% were ignorant. It is in contrast with some of the phenomena that the authors found in another place, for example the efforts made by Kodim 0114/Aceh Jaya to educate the people in Aceh Jaya District. One of them was fostering reading interest of the community by presenting *motor pintar*/smart motorbike (Hermawan, 2019). The smart motorbike was an official vehicle of the Babinsa (*Bintara Pembina Desa*—village guidance officers) that was designed in such a way and used to carry baskets of books and travel around to be presented to students and the society (Hermawan, 2019).

The similar thing was done by Koramil 03/Gondokusuman, Yogyakarta in carrying out social communication with students of SDN Demangan to enjoy reading books in the library (Hermawan, 2019). This should be applicable to the entire Indonesian Army since reading interest is an effort to improve literacy skills among the Indonesian Army. It is supported by Montoya (2018) who states that literacy is a set of abilities and individual skills in reading, writing, speaking, counting and solving problems at a certain level of expertise needed in daily life.

Referring to the notion expressed by Montoya (2018), reading activity is one of the efforts that can be done to improve literacy skills among the Indonesian Army. This of course has to begin with the formation of a positive attitude towards reading activities which in turn will shape their reading interest. It is in line with the initial observations explained earlier that the positive attitude towards reading activities in the Indonesian Army which actually can shape their reading interest has not yet been formed.

Based on the theory of attitude and behavior proposed by Fishbein and Ajzen (1975) as well as Ajzen and Fishbein (1980), there is a close relationship between attitude towards behavior with intention to behave. As a phenomenon in this paper, the reading interest is the intention to behave to read that has a relationship with attitude. Thus, through this paper, the writer wanted to reveal the influence of attitudes towards reading activities on the reading interest among Indonesian Army along with the supporting and inhibiting factors.

Literature Review and Hypothesis Development

One of the theories that explains the relationship between attitude and intention to behave is Theory of Reasoned Action (TRA), which was developed in 1967, and subsequently the theory continues to be revised and expanded by Icek Ajzen and Martin Fishbein. The theory has been used since 1980 to study human behavior in various fields. However, TRA was considered to still have shortcomings in explaining and predicting various behaviors. In 1985, to overcome the shortcomings found in the TRA model, Schifter and Ajzen developed a model which was a development of the existing TRA model, the Theory of Planned Behavior (TPB), and was refined by Ajzen and Madden in 1986.

This theory assumes that humans are rational creatures and systematically use information that is useful (Ajzen, 1988; Ajzen, 2005). Based on this information, humans think of the implications of their actions before deciding whether to do it or not. Based on that information, the behavior displayed by an individual is due to certain reasons that he must behave in a particular way.

This theory starts by seeing the intention to behave as the closest antecedent of a behavior (Ajzen, 1988; Ajzen, 2005). Intention is a function that consists of beliefs and important information about trends, that displaying certain behaviors will lead to specific results. The stronger the individual's intention to display certain behaviors, the more successful he is expected to do so. Intention as a determinant of behavior consists of 4 different elements including behavior, behavioral objects, situations, and time (Fishbein&Ajzen, 1975). Intentions can change because of time. The longer the distance between intention and behavior, the greater the tendency for the intention to change.

Behavioral intention is a conscious plan or individual motivation to display certain behaviors (Fishbein&Ajzen, 1975; Ajzen, 1988; Ajzen, 2005). Intention can be seen as the best predictor of behavior. It is a conscious decision whether an individual will display the behavior.

Attitudes toward behavior are defined as positive or negative feelings (evaluation of affection) regarding the behavior to be displayed (Fishbein&Ajzen, 1975). The emergence of these feelings begins with the presence of

stimuli that refer to a behavior. The feeling is an individual learning response to a behavior.

Attitude is considered as the first antecedent of intention to behave. It is a positive or negative belief to display certain behaviors (Fishbein&Ajzen, 1975; Eagly&Chaiken, 1993; Ajzen, 2001). Attitudes are determined by individual beliefs about the consequences of displaying a behavior (behavioral beliefs) that are weighed based on the results of the evaluation of the consequences (outcome evaluation). An individual will intend to display a behavior when he evaluates it positively. As such, attitudes are believed to have a direct influence on behavioral intentions and are associated with subjective norms (Eagly&Chaiken, 1993).

This study utilized interest in reading as a proxy for behavioral intentions. Robinson and Weintraub (1973) defined interest as a distinctive disposition and is formed through experiences possessed by individuals, encouraging individuals to look for objects, activities, understanding, skills, and goals as a result of giving attention and mobilizing the capabilities they have. Furthermore, they stated that interest in reading means disposition that encourages individuals to look for opportunities and resources for reading activities. Thus, the positive attitude of the Indonesian Army towards reading activities will form dispositions that encourage them to carry out the reading activities.

Hypothesis: Attitudes toward reading activities have a positive effect on reading interest among Indonesian Army.

Research Methods

This study used quantitative methods with surveys as data collection techniques. Sampling was conducted using a purposive sampling technique involving 60 respondents who were Indonesian Army who served in the Indonesian Army Corps of Engineers at the Indonesian Army Headquarters (Indonesian: *PusatZeni TNI AngkatanDaratMarkasBesar.AngkatanDarat/PusziadMabesad*). This research was conducted in two phases. Phase one was carried out qualitatively in January 2020 to February 2020. The authors conducted an initial interview with 100 Indonesian Army to find out attitudes and interests along with supporting and inhibiting factors to reading activities. The authors utilized the results of the research in phase one as a basis for the preparation of the questionnaire used to collect the data in phase two. Phase two was conducted from February 2020 to March 2020. After the questionnaire was formed, the authors distributed the questionnaire to 100 Indonesian Army. There were 60 returned questionnaires which were eligible for further analysis.

In this study, the attitude construct was measured using a differential semantic scale. The attitude measurement indicators used a scale that had been used and developed by previous researchers such as Fishbein and Ajzen (1975) as well as Ajzen and Madden (1986). The reading interest in this study was measured using a Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). In addition, it utilized indicators developed by Hodges (2010) and Ross (2010).

Results and Discussion

Profile of the respondents

Table 1. Profile and characteristics of respondents

Profile	Total	Percentage
Sex		
Male	60	100
Age		
< 25 years	0	0
25–35	25	41.6
36– 45	15	25
46–55	20	33.4

>55 years	0	0
Rank/Class		
Tamtama (Enlisted)	25	41.7
Bintara (Non-Commissioned Officer)	25	41.6
Pama (Lower-ranked Officer)	10	16.7
Level of education		
Senior High School	53	88.3
D3 (Diploma 3)	5	8.3
S1 (Bachelor's Degree)	2	3.4
Years of service		
1-5	0	0
6-10	35	58.3
11-15	20	33.3
>15	5	8.4
Expense		
0 – 1,000,000	0	0
1,000,001 – 2,500,000	25	41.6
2,500,001 – 5,000,000	25	41.7
5,000,001 – 10,000,000	10	16.7
Above 10,000,000	0	0

Data Analysis

The data analysis method used in this study was a simple linear regression to see the effect of attitudes on reading activities on Indonesian Army's reading interest. The data were then analyzed using the Statistical Package for Social Sciences (SPSS) software program. Test results obtained included validity test, reliability test, classic assumption test, and linear regression test.

Validity and Reliability Test

Table 2. Value of Corrected Item Total Correlation

Indicators	Corrected Item Total Correlation	Cronbach alpha
Attitude 1	0.464	0.820
Attitude 2	0.740	
Attitude 3	0.678	
Attitude 4	0.704	
Interest 1	0.581	0.849
Interest 2	0.369	
Interest 3	0.313	
Interest 4	0.302	
Interest 5	0.650	
Interest 6	0.314	
Interest 7	0.461	
Interest 9	0.422	
Interest 10	0.359	
Interest 11	0.370	
Interest 12	0.389	

Interest 13	0.581
Interest 14	0.650
Interest 15	0.504
Interest 16	0.463
Interest 17	0.614
Interest 18	0.560
Interest 19	0.518
Interest 20	0.370
Interest 21	0.386
Interest 22	0.485
Interest 23	0.321

Source: results of data processing 202

The results shown in Table 2 show that the indicators used in this study have good validity. It can be seen from the corrected item total correlation value which is more than 0.3. It is supported by a statement put forward by Masrun (1979) that the value of the corrected item total correlation that is more than 0.3 for each indicator demonstrates good validity. The measurement of construct reliability in this study applied Cronbach Alpha (α), as stated by Nunnally (1978) and Kaplan and Saccuzzo (1982) (see: Peterson (1994)) that a good α value for each construct used in basic research is 0.70 to 0.80. Thus, the reliability of each construct in this study is good (see: Table 2).

Classic assumption test

Normality test

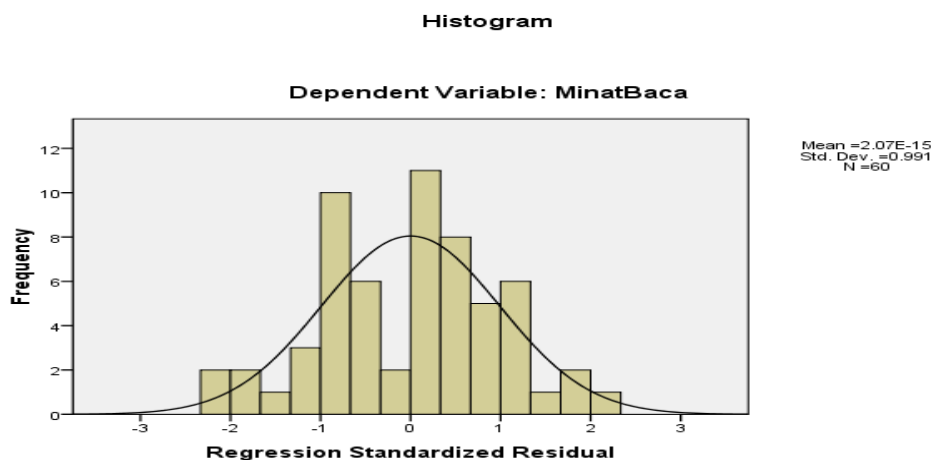


Figure 1. Data normality test diagram

Note:

Minat Baca = Reading Interest

Based on Figure 1, the normality of the data of this study is good. In other words, the data used in this study are normal. It is supported by the results of the Kolmogorov Smirnov test, with a p value of more than 0.05. This shows that the residual data are normally distributed. Therefore, the statistical test results are consistent with graph test results.

Multicollinearity Test

The results of multicollinearity test showed that multicollinearity did not occur in this study. It was indicated by a Tolerance value of more than 0.1 and a Variance Inflation Factor (VIF) value that was not more than 10.

Autocorrelation test

Based on the results of this study, the Durbin Watson (DW) value obtained was 1.744. This value was compared with the table value using a significance value of 0.05, the sample size of 60, and the number of independent variables was one ($k = 1$), obtaining dU value of 1.616 and dL value of 1.549. Since the DW value of 1.744 was greater than the upper limit (dU) of 1.616 and less than $4 - dU$ ($4 - 1.616$), it could be concluded that the multiple linear regression equation model in this study did not experience positive or negative autocorrelation or it could be concluded that there was no autocorrelation.

Heteroscedasticity test

Heteroscedasticity test results can be seen in Figure 2.

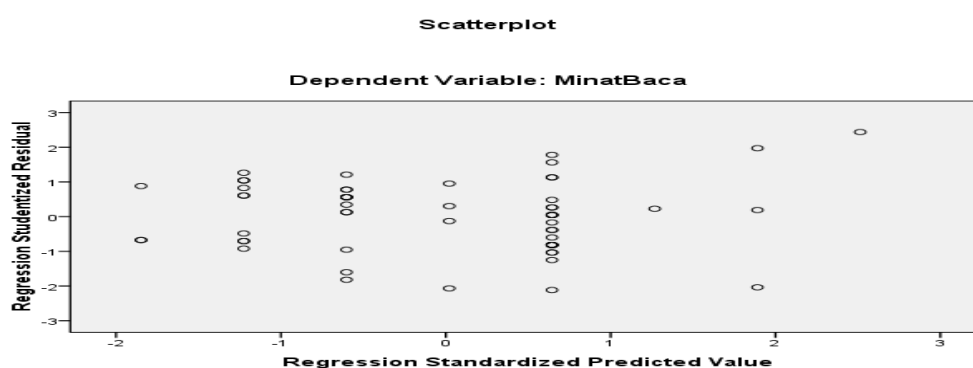


Figure 2. Diagram of heteroscedasticity test results

Note:

Minat Baca = Reading Interest

In fact, analysis with graph plots has a significant disadvantage because the number of observations affects the results of plotting. The less the number of observations, the more difficult it is to interpret the results of the plot graph. Therefore, this study utilized statistical tests that can guarantee the accuracy of the results better. The Glejser test results clearly show that the independent variable has a statistically insignificant influence, affecting the dependent variable of the absolute value of $Ut(AbsUt)$. It can be seen from the probability value whose significance is above the 5% confidence level. Thus, the multiple linear regression model in this study does not contain heteroscedasticity.

Linear regression test results

Table 3. Results of linear regression analysis

Variable	R	Beta coefficient	R ²	T count (DF =59)	T table	Value of p/sig	F count	F table	Adj R ²	Conclusion
Attitude → Interest	0.380	0.380	0.144	3.126	2.002	0.003	9.770	4.01	0.129	Significant

The results of the linear regression test in Table 3 show that the attitude towards reading has a positive and significant influence on reading interest among the Indonesian Army. In addition, Table 3 also shows that the

attitude variable has the ability to explain the variance in reading interest of 14.40%. The remaining 85.60% is explained by other factors not examined in this study.

Discussion and conclusion

Hypothesis one which states that the attitude towards reading has a positive effect on reading interest among Indonesian Army is proven. In other words, this study shows that the hypothesis tested in this study is accepted. The results of this study succeeded in proving that there is a positive relationship between attitude toward behavior on intention to behave. In other words, attitude influences intention to behave. Schifter and Ajzen (1985), Ajzen and Madden (1986), Ajzen (1988), Ajzen (1991), as well as Ajzen (2005) have developed the TPB model because the TRA model is limited in explaining and predicting the behavior of individuals outside the desired control.

The TPB model shows that the determinant of behavior is the intention to behave to engage in the behavior, and the intention to behave is determined by three constructs: attitudes toward behavior, subjective norms, and perceived behavioral control. The results of this study indicate that attitude influences intention to behave positively and significantly. Furthermore, the attitude towards reading as an effort to improve literacy ability has a significant effect on interest in reading among the Indonesian Army.

Therefore, the formation of a positive attitude towards reading activities among the Indonesian Army should begin with a commitment from superiors if it is indeed considered as an effort to improve literacy skills. Through the formation of such positive attitude, reading interest in the Indonesian Army will automatically be formed so that it can improve its literacy abilities. Based on the author's observations, there are related supporting factors including the pressure from superiors in completing some works which require them to search and read various literatures. In fact, they personally do not have an interest in reading materials, especially those related to the scope of work. Accordingly, to overcome these inhibiting factors, it should start from a joint commitment between superiors and subordinates in the Indonesian Army environment that one of the efforts to improve literacy in the Industrial Revolution 4.0 is to foster interest in reading.

Suggestion

Future research should consider other factors that influence behavioral intentions as contained in the TPB model, namely subjective norms and behavior control. Thus, the ability of the theoretical model can be seen in explaining and predicting behavioral intentions.

In addition, further research should involve all Indonesian Army throughout Indonesia both male and female so that the results of the study can be generalized that attitudes towards reading as an effort to improve literacy are able to influence reading interest.

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