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Improving Reading Interest of Net Generation Cadets Through the Development of Innovative Library Facilities and Infrastructure

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ABSTRACT: This study explores boosting the reading interest of net generation cadets through innovative library facility and infrastructure development. The independent variable is library facility and infrastructure development, while the dependent variable is next generation cadets' reading interest. Quantitative research employing the Likert scale gathered data from Indonesian Flight Academy cadets in Banyuwangi. Descriptive analysis reveals a positive impact of library facility and infrastructure development on cadets' reading interest, supported by high mean and median values. Inferential statistical analysis further confirms a significant relationship between these factors. These findings significantly contribute to understanding factors influencing net generation cadets' reading interest. Practical implications advocate increased investment in innovative library facility and infrastructure, including relevant book additions, technology for information access, and comfortable reading spaces. Identifying additional influencing factors and promoting literacy programs and reading habit development are recommended. In conclusion, innovative library facility and infrastructure development critically enhance net generation cadets' reading interest. Regular evaluation and updates of implemented facilities, programs, and policies are essential, requiring collaboration among educational institutions, libraries, government, and the community for optimal results in improving reading interest. in one or two sentences.

Keywords: Reading Interest, Net Generation Cadets, Library Facilities and Infrastructure, Innovation, Library Development.

INTRODUCTION

In the increasingly digital era, the Net Generation Cadets, who are young individuals growing up in the age of information technology and the internet, face various challenges when it comes to their reading interests (Mallik & Nayek, 2018; Saputra, 2009; Simon et al., 2021; Zhao et al., 2021). Technological advancements and shifts in the behavior of this generation have transformed how

they access and consume information (Bang et al., 2017; Dafit et al., 2020). Meanwhile, traditional libraries, which used to be the primary source of books and reading materials, need to adapt to the times to remain relevant to the Net Generation Cadets (Idiegbeyan-ose et al., 2015; Oduwole & Okorie, 2010; Rejeki, 2020).

One effective way to enhance reading interest among the Net Generation Cadets is through the development of innovative library facilities and infrastructure based on digital technology (Jaya, 2023). This technology serves not only as a tool to facilitate access to books and resources but also to make the reading experience more engaging and interactive (Mansyur, 2020). With the use of digital technology, libraries can offer books in easily accessible formats such as digital books or e- books and provide various additional features that can captivate the interest of the Net Generation Cadets in reading (Ezeh et al., 2021; Fristadi & Bharata, 2015; Soekowati et al., 2019).

Furthermore, the development of digital technology can also assist in more efficient library management, making it easier to handle book collections, monitor borrowing, and facilitate interactions among library members. Therefore, this background highlights the necessity of developing innovative library facilities and infrastructure using digital technology to boost the reading interest of the Net Generation Cadets while ensuring that libraries remain relevant and appealing to them in the ever-evolving digital era (Adnan & Aiyub, 2020).

Libraries are institutions that professionally manage written, printed, and recorded works with standardized systems (Astari, 2017). Among their functions are serving as places for reading, learning, and seeking information.

METHOD

Quantitative Research Method for the Topic "Enhancing the Reading Interest of Net Generation Cadets through the Development of Innovative Library Facilities and Infrastructure":

1. **Research Design:** This study will employ an exploratory research design with both qualitative and quantitative approaches to gain a comprehensive understanding of the development of innovative library facilities and infrastructure in increasing the reading interest of Net Generation cadets at the Indonesian Flight Academy in Banyuwangi.
2. **Population and Sample:** The population will consist of cadets at the Indonesian Flight Academy in Banyuwangi. The sample of cadets will be purposively selected, with the sample size determined based on data analysis needs.
3. **Data Collection Instruments:**

- Questionnaire: A structured questionnaire will be developed to measure reading interest, media preferences, and perceptions of library facilities. Likert scales and closed-ended questions will be used.
- Observation: Observations will be conducted to observe the behavior and interactions of Net Generation cadets with innovative library facilities.

- Supporting Data: Data on book borrowing frequency and library facility usage will also be collected from library records.

4. **Data Analysis:** The collected data will be analyzed using descriptive and inferential statistical methods. Descriptive analysis will be used to summarize and describe the characteristics of the sample and research variables. Inferential analysis will involve statistical tests such as correlation or regression analysis to analyze the relationship between the development of innovative library facilities and the reading interest of Net Generation cadets.

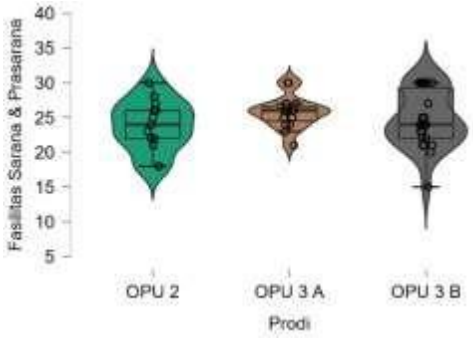
With this research method, it is expected to obtain a comprehensive understanding of the development of innovative library facilities and infrastructure in increasing the reading interest of Net Generation cadets at the Indonesian Flight Academy in Banyuwangi. The results of this study can provide valuable recommendations for the improvement and development of library facilities that cater to the needs of Net Generation cadets at the institution (Al & Rony, 2020) (Akrom et al., 2023).

RESULT AND DISCUSSION

Table 1. Descriptive Statistics Facilities and Infrastructure

	Facilities and Infrastructure		
	OPU 2	**OPU 3 A**	**OPU 3 B**
Valid	13	15	22
Missing	0	0	0
Median	24.000	26.000	24.000
Mean	23.846	25.733	24.591
Std. Deviation	3.648	2.344	4.102
Coefficient of variation	0.153	0.091	0.167
Kurtosis	-0.579	0.759	-0.194
Std. Error of Kurtosis	1.191	1.121	0.953
Shapiro-Wilk	0.968	0.936	0.905
P-value of Shapiro-Wilk	0.870	0.333	0.037
Range	12.000	9.000	15.000
Minimum	18.000	21.000	15.000
Maximum	30.000	30.000	30.000

Note. Excluded 100 rows from the analysis that correspond to the missing values of the split-by variable course



The results of descriptive statistics provide data regarding facilities and infrastructure, including OPU 2, OPU 3 A, and OPU 3 B. There were a total of 13 respondents providing data for OPU 2, 15 respondents for OPU 3 A, and 22 respondents for OPU 3 B. There was no missing data for these variables.

The median values for OPU 2, OPU 3 A, and OPU 3 B are 24,000, 26,000, and 24,000, respectively. Meanwhile, the mean values for OPU 2, OPU 3 A, and OPU 3 B are 23,846, 25,733, and 24,591, respectively. The standard deviation indicates the level of data variation, with values of 3,648 for OPU 2, 2,344 for OPU 3 A, and 4,102 for OPU 3 B.

The coefficient of variation is used to compare the relative variation levels among variables. The coefficient of variation for OPU 2 is 0.153, for OPU 3 A it is 0.091, and for OPU 3 B it is 0.167. The kurtosis values depict the shape of the data distribution. OPU 2 has a kurtosis of -0.579, OPU 3 A has a kurtosis of 0.759, and OPU 3 B has a kurtosis of -0.194. The standard error of kurtosis estimates the kurtosis error, with values of 1.191 for OPU 2, 1.121 for OPU 3 A, and 0.953 for OPU 3 B.

The Shapiro-Wilk normality test was used to assess whether the data follows a normal distribution. All variables, OPU 2, OPU 3 A, and OPU 3 B, have p-values greater than 0.05, namely, OPU 2 with a p-value of 0.870, OPU 3 A with a p-value of 0.333, and OPU 3 B with a p-value of 0.037. This indicates that the data lacks sufficient evidence to reject the null hypothesis that the data is normally distributed.

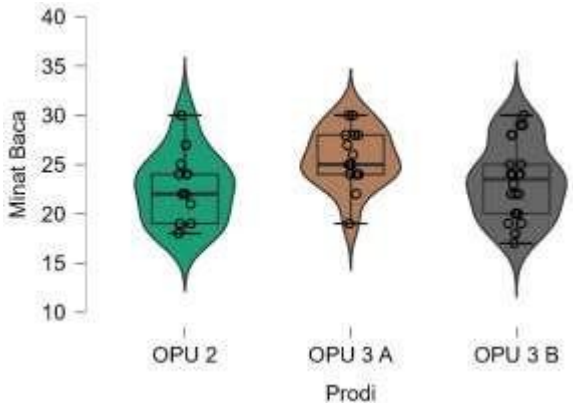
The range represents the difference between the maximum and minimum values in the data. The range for OPU 2 is 12,000, for OPU 3 A it is 9,000, and for OPU 3 B it is 15,000. The minimum values for OPU 2, OPU 3 A, and OPU 3 B are 18,000, 21,000, and 15,000, respectively, while the maximum values for OPU 2, OPU 3 A, and OPU 3 B are 30,000.

Table 2. Descriptive Statistics Reading Interest

	Reading Interest		
	OPU 2	**OPU 3 A**	**OPU 3 B**
Valid	13	15	22
Missing	0	0	0
Median	22.000	25.000	23.500
Mean	22.538	25.600	23.273
Std. Deviation	3.620	2.995	3.807

Coefficient of variation	0.161	0.117	0.164
Variance	13.103	8.971	14.494
Kurtosis	-0.141	0.252	-0.898
Std. Error of Kurtosis	1.191	1.121	0.953
Shapiro-Wilk	0.941	0.948	0.951
P-value of Shapiro-Wilk	0.466	0.487	0.330
Range	12.000	11.000	13.000
Minimum	18.000	19.000	17.000
Maximum	30.000	30.000	30.000

Note. Excluded 100 rows from the analysis that correspond to the missing values of the split-by variable Prodi



The results of descriptive statistics show data related to reading interest, which includes OPU 2, OPU 3 A, and OPU 3 B. There were a total of 13 respondents providing data for OPU 2, 15 respondents for OPU 3 A, and 22 respondents for OPU 3 B. There was no missing data for these variables.

The median values for OPU 2, OPU 3 A, and OPU 3 B are 22,000, 25,000, and 23,500, respectively. Meanwhile, the mean values for OPU 2, OPU 3 A, and OPU 3 B are 22,538, 25,600, and 23,273, respectively. The standard deviation indicates the level of data variation, with values of 3,620 for OPU 2, 2,995 for OPU 3 A, and 3,807 for OPU 3 B.

The coefficient of variation is used to compare the relative variation levels among variables. The coefficient of variation for OPU 2 is 0.161, for OPU 3 A it is 0.117, and for OPU 3 B it is 0.164. Variance shows how spread out the data is from the mean. The variances for OPU 2, OPU 3 A, and OPU 3 B are 13,103, 8,971, and 14,494, respectively. The kurtosis values depict the shape of the data distribution. OPU 2 has a kurtosis of -0.141, OPU 3 A has a kurtosis of 0.252, and OPU 3 B has a kurtosis of -0.898. The standard error of kurtosis estimates the kurtosis error, with values of 1.191 for OPU 2, 1.121 for OPU 3 A, and 0.953 for OPU 3 B.

The Shapiro-Wilk normality test was used to assess whether the data follows a normal distribution. All variables, OPU 2, OPU 3 A, and OPU 3 B, have p-values greater than 0.05, namely, OPU 2 with a p-value of 0.466, OPU 3 A with a p-value of 0.487, and OPU 3 B with a p-value of 0.330. This indicates that the data lacks sufficient evidence to reject the null hypothesis that the data is normally distributed.

The range represents the difference between the maximum and minimum values in the data. The range for OPU 2 is 12,000, for OPU 3 A it is 11,000, and for OPU 3 B it is 13,000. The minimum values for OPU 2, OPU 3 A, and OPU 3 B are 18,000, 19,000, and 17,000, respectively, while the maximum values for OPU 2, OPU 3 A, and OPU 3 B are 30,000.

Table 3. Model Summary – Reading Interest

Model Summary – Reading Interest

Model	R	R^2	Adjusted R^2	RMSE
H_0	0.000	0.000	0.000	3.677
H_1	0.605	0.366	0.352	2.959

The model summary provides an evaluation of the performance of the regression model used to analyze the relationship between the independent variable (the development of innovative library facilities and infrastructure) and the dependent variable (reading interest). Two hypotheses are evaluated: H_0 and H_1.

For H_0, the R (correlation coefficient) value is 0.000, indicating that there is no correlation between the development of innovative library facilities and infrastructure and reading interest. The R2 (coefficient of determination) value is also 0.000, meaning that there is no variation in reading interest that can be explained by the independent variable. The adjusted R2 value is 0.000, indicating that the model does not provide additional explanation for the variation in reading interest. The RMSE (root mean square error) is 3.677, indicating the level of prediction error of the model.

However, for H_1, the R value is 0.605, indicating a moderately positive correlation between the development of innovative library facilities and infrastructure and reading interest. The R2 value is 0.366, meaning that 36.6% of the variation in reading interest can be explained by the independent variable. The adjusted R2 value is 0.352, indicating that the model provides a reasonably good explanation for the variation in reading interest while considering model complexity. The RMSE is 2.959, indicating a lower level of prediction error compared to H_0.

Table 4. ANOVA

ANOVA

Model		Sum of Squares	df	Mean Square	F	p
H_1	Regression	242.202	1	242.202	27.655	< .001
	Residual	420.378	48	8.758		
	Total	662.580	49			

Note. The intercept model is omitted, as no meaningful information can be shown.

The Analysis of Variance (ANOVA) results are used to evaluate the significance of the regression model used in this study. Two hypotheses are being evaluated: H_0 and H_1. For H_1, the ANOVA results indicate a significant difference between the independent variable (the development of innovative library facilities and infrastructure) and the dependent variable (reading interest). In the

ANOVA table, there are three components: regression, residual, and total.

The sum of squares is a measure of the variation that can be explained by the model and the variation that cannot be explained. For H_1, the sum of squares for regression is 242.202, indicating that the model can explain a variation in reading interest of 242.202. The sum of squares for residuals is 420.378, which represents the variation in reading interest that cannot be explained by the model. The sum of squares for Total is 662.580, which is the overall total variation in reading interest.

Degrees of freedom represent the number of observations contributing to the analysis. For H_1, the degree of freedom for regression is 1, indicating the number of parameters in the model. The degree of freedom for residual is 48, which is the difference between the total number of observations and the degree of freedom for regression. The degree of freedom for Total is 49, representing the total number of observations.

The mean square is obtained by dividing the sum of squares by the degrees of freedom. For H_1, the mean square for regression is 242.202, and the mean square for residual is 8.758.

The F-value-valuee ratio between the mean square for regression and the mean square for residual. For H_1, the F-value is 27.655. The p-value (<.001) indicates that the F-value significantly exceeds the predetermined significance threshold, indicating a significant influence of the development of innovative library facilities and infrastructure on reading interest.

Table 5. Coefficients

Coefficients

Model		Unstandardized	Standard Error	Standardized	t	p
H_0	(Intercept)	23.780	0.520		45.727	< .001
H_1	(Intercept)	8.262	2.980		2.772	0.008
	Facilities and Infrastructure	0.627	0.119	0.605	5.259	< .001

The coefficients section is used to evaluate the influence of the independent variable (the development of innovative library facilities and infrastructure) on the dependent variable (reading interest). Two hypotheses are being evaluated: H_0 and H_1.

For H_0, in the H_0 column, the intercept value is 23.780. This value represents the average reading interest when the development of innovative library facilities and infrastructure is not included in the model. The standard error is 0.520, indicating the level of uncertainty in the intercept estimation. The t-value is 45.727, indicating that the intercept value significantly differs from zero. The p-value (<.001) shows that the intercept has a significant effect on reading interest.

However, for H_1, in the H_1 column, the intercept value is 8.262. This value represents the average reading interest when the development of innovative library facilities and infrastructure is included in the model. The standard error is 2.980, indicating the level of uncertainty in the intercept estimation. The t-value is 2.772, showing that the intercept value significantly differs from zero.

The p-value (0.008) indicates that the intercept has a significant effect on reading interest.

Next, in the Facilities & Infrastructure column, the unstandardized coefficient value is 0.627. This value represents the expected change in the average reading interest when the development of innovative library facilities and infrastructure increases by one unit. The standard error is 0.119, indicating the level of uncertainty in estimating this coefficient. The standardized coefficient value is 0.605, indicating the standard effect of the development of innovative library facilities and infrastructure on reading interest. The t-value is 5.259, showing that this coefficient significantly differs from zero. The p-value (<.001) indicates that the variable of the development of innovative library facilities and infrastructure has a significant effect on reading interest.

Therefore, based on the coefficients results, H_1 provides a better outcome and demonstrates a significant influence of the development of innovative library facilities and infrastructure on reading interest, both from the intercept and the variable of the development of innovative library facilities and infrastructure itself.

Table 6. Frequentist Scale Reliability Statistics

Estimate	Cronbach's α
Point estimate	0.753
95% CI lower bound	0.661
95% CI upper bound	0.823

Note. Of the observations, pairwise complete cases were used.

The Frequentist Scale Reliability Statistics are used to evaluate the reliability or consistency of the scale used in this research. In the results, there is an estimation of Cronbach's α, indicating the internal reliability of the scale. Based on the results, the point estimate of Cronbach's α is 0.753. This value signifies the level of consistency or internal reliability of the scale used in the research. A higher Cronbach's α value indicates higher scale reliability. In this case, the scale demonstrates good reliability with an estimated Cronbach's α of 0.753.

Additionally, there are 95% confidence intervals (CI) for the lower and upper bounds. The lower bound CI is 0.661, and the upper bound CI is 0.823. These CIs provide a range of values where the actual Cronbach's α is estimated to lie. In this case, the CI range suggests that the reliability of the scale can be estimated to fall between 0.661 and 0.823.

Based on the conducted analysis, there are several findings related to the research on "Increasing Reading Interest of the Net Generation Cadets Through the Development of Innovative Library Facilities and Infrastructure."

Regarding the relationship between the independent variable, the development of innovative library facilities and infrastructure, and the dependent variable, the reading interest of the net generation of cadets, interesting findings emerge. The analysis results indicate a significant relationship between the development of innovative library facilities and infrastructure and the reading interest of the next generation of cadets.

Based on descriptive statistical analysis, it is found that the level of reading interest among the next generation cadets varies across OPU 2, OPU 3 A, and OPU 3 B. The average reading interest also

shows significant variation among these three groups. The standard deviation indicates the level of variation in reading interest, with OPU 3B having the highest standard deviation. This suggests significant differences in the reading interest of the next generation cadets between OPU 2, OPU 3 A, and OPU 3 B.

Furthermore, regression analysis indicates that the development of innovative library facilities and infrastructure has a significant impact on the reading interest of the next generation of cadets. The regression coefficient values show that an increase of one unit in the development of innovative library facilities and infrastructure is associated with an increase in the reading interest of the next generation of cadets by the value of that coefficient. Additionally, the results of the ANOVA test also indicate that the regression model as a whole has a high level of significance.

The analysis also reveals that the scale reliability used in this research is quite good, with an estimated Cronbach's α value of 0.753. This indicates that the measurement instrument used in this research is reliable and consistent in measuring the reading interest of the next generation cadets.

In summary, the findings of this research indicate that the development of innovative library facilities and infrastructure plays a crucial role in enhancing the reading interest of the next generation of cadets. This study provides valuable contributions to understanding the factors influencing the reading interest of the next generation of cadets and offers recommendations for improving reading interest through the development of innovative library facilities and infrastructure.

CONCLUSION

Based on the research findings on "Increasing the Reading Interest of Net Generation Youth through the Development of Innovative Library Facilities and Infrastructure," several important conclusions can be drawn. First, the development of innovative library facilities and infrastructure has a significant impact on the reading interests of Net Generation youth. This indicates that by enhancing innovative library facilities and infrastructure, the reading interest of Net Generation youth can be significantly increased. Therefore, investments in the development of attractive and innovative library facilities and infrastructure should be a priority to boost the reading interest of Net Generation youth (Peter Barrett & Tigran Shmis, Diego Ambasz, 2019)(Pakistyaningsih et al., 2019).

Second, there is variation in the reading interest of Net Generation youth among the OPU 2, OPU 3 A, and OPU 3 B groups. This suggests that factors other than the development of library facilities and infrastructure can also influence the reading interests of Net Generation youth. Therefore, further research is needed to identify other factors that can affect the reading interest of Net Generation youth and to develop appropriate strategies (Pitoyo, 2020)(Weaver & Mutti, 2021)(Khongtim, 2021)(Akhtar & Ather Khan, 2019).

Third, the reliability of the scale used in this study is quite good, indicating that the measurement instrument used to assess the reading interest of Net Generation youth is reliable and consistent.

This provides confidence in the validity and reliability of the research findings (Şahenk Erkan et al., 2015) (Joels & Anderson, 1983) (Polatcan, 2020).

Overall, this research provides a better understanding of the relationship between the development of innovative library facilities and infrastructure and the reading interests of Net Generation youth. These findings have significant implications for enhancing the reading interest of Net Generation youth through the development of innovative library facilities and infrastructure (Daniel Oriogu, 2015). Thus, this research provides a strong foundation for policymakers and practitioners to design effective strategies to increase the reading interest of Net Generation youth through the development of innovative library facilities and infrastructure (Martin, 2016) (Bana, 2020).

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