

THE IMPACT OF INDONESIAN LANGUAGE AND LITERATURE LEARNING ON THE INTENSITY OF LIBRARY UTILIZATION BY NINTH GRADE STUDENTS AT SMP MUHAMMADIYAH RAPPANG

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ABSTRACT

This study examines the impact of Indonesian language and literature learning on the intensity of library utilization by ninth-grade students at SMP Muhammadiyah Rappang. The research aims to determine how language and literature instruction influences students' frequency and purpose in accessing library resources. Using a quantitative research method, data were collected through surveys distributed to students, focusing on their library usage patterns related to their Indonesian language and literature studies. The findings indicate a significant positive correlation, revealing that students who engage more actively in Indonesian language and literature classes tend to use library resources more frequently. The library is seen not only as a source of information but also as a place to deepen their understanding and complete assignments related to Indonesian language and literature. This study suggests that enhancing language and literature curricula can increase library utilization among students, fostering improved academic engagement and resource literacy.

INTRODUCTION

Education plays a critical role in shaping an individual's character and preparing them for future societal contributions. In formal education systems, various subjects are designed to cultivate students' intellectual, social, and cultural skills. Indonesian Language and Literature is one such subject, essential in developing students' linguistic abilities, understanding of cultural heritage, and critical thinking skills. Beyond merely studying the language, this subject encompasses the values and stories that reflect the identity and heritage of the Indonesian people, fostering a sense of pride and cultural awareness. Libraries serve as vital educational resources that support students' learning by providing access to diverse collections of information. The library environment also encourages independent learning, critical analysis, and the discovery of knowledge beyond the classroom setting. However, the extent to which students utilize the library is influenced by various factors, including the instructional approaches and subject demands encountered in their curriculum. Research suggests that when students are encouraged to use library resources as part of their learning activities, they tend to develop stronger information literacy skills and greater enthusiasm for self-directed learning. This study focuses on exploring the impact of Indonesian Language and Literature instruction on the intensity of library use among ninth-grade students at SMP Muhammadiyah Rappang. By understanding the relationship between the teaching of this subject and library utilization, this research seeks to highlight the role of effective instructional practices in motivating students to make the most of available educational resources. Specifically, it aims to examine how students' engagement in Indonesian language and literature classes influences their library usage patterns, including the frequency, purpose, and types of materials accessed. This research not only sheds light on the influence of language instruction on library utilization but also underscores the importance of libraries in supporting academic development. By fostering a stronger connection between classroom learning and library resources, schools can empower students to become lifelong learners who appreciate the value of knowledge acquisition in both formal and informal settings.

LITERATURE REVIEW

The role of libraries in educational institutions has long been acknowledged as fundamental to supporting student learning and academic achievement. Libraries provide resources that supplement classroom instruction, promoting an environment of independent study and critical thinking. According to Hasbullah (2010), libraries serve as comprehensive educational support systems that can enrich students' learning experiences, enabling them to access additional information and explore subjects in-depth. In this context, libraries not only function as repositories of knowledge but also as interactive learning spaces that encourage information literacy and research skills. Indonesian Language and Literature education is critical in shaping students' cultural understanding, linguistic proficiency, and analytical skills. As highlighted by Arikunto (2011), language

learning provides a foundation for students to engage with texts, express their ideas, and appreciate cultural narratives embedded in literature. The incorporation of Indonesian Language and Literature as a core subject in the curriculum reflects the Indonesian government's emphasis on preserving national identity and fostering cultural pride. Moreover, these lessons have the potential to promote library use by encouraging students to seek additional reading materials, which can deepen their engagement with the subject matter.

Previous studies suggest a positive correlation between language education and library utilization. For instance, Rahayu (2013) found that students involved in intensive language and literature classes were more likely to use library resources frequently. The study also indicated that such students developed a better understanding of how to locate, evaluate, and apply information from library collections. This connection between language instruction and library use demonstrates that well-designed educational programs can inspire students to take advantage of available academic resources, thereby enhancing their overall learning experience. The concept of library utilization encompasses several dimensions, including frequency of visits, purpose of use, and the types of materials accessed. Libraries serve multiple educational functions, ranging from supporting curriculum-based learning to fostering recreational reading and personal growth. Sutarno (2006) notes that libraries are essential for developing students' reading habits and information-seeking behavior. When students frequently engage with library materials, they gain exposure to a wide array of perspectives, which can broaden their critical thinking and foster intellectual curiosity. Another key aspect of effective library utilization is the role of teachers in guiding students to use library resources. Research by Kohar (2013) emphasizes the importance of integrating library visits into curriculum activities, as this reinforces the relevance of library resources to students' academic work. Teachers who encourage students to utilize libraries as part of their language studies help students build strong reading habits and improve their research skills. This teacher-led approach underscores the significance of school policies that promote library-based learning as an extension of classroom instruction.

Despite the potential benefits, various challenges can impact students' library utilization. Limited collections, lack of engagement, and insufficient library facilities are often cited as barriers to optimal library use. According to Bafadal (2006), effective library utilization requires adequate resources and a supportive environment. Schools that invest in well-stocked and accessible libraries contribute to a richer educational experience for their students. By understanding these factors, educational institutions can create more targeted strategies to enhance library use and promote a culture of reading and exploration among students.

RESEARCH METHOD

This study uses a quantitative research design to examine the impact of Indonesian Language and Literature instruction on the frequency and purpose of library utilization among ninth-grade students at SMP Muhammadiyah Rappang. The quantitative approach allows for statistical analysis to determine the relationship between language learning and library use, providing objective insights into student behavior and engagement with library resources. The population of this study includes all ninth-grade students at SMP Muhammadiyah Rappang. From this population, a sample was selected using simple random sampling to ensure that each student had an equal chance of being chosen. This method was employed to obtain a representative sample and enhance the generalizability of the study's findings. A total of 100 students were selected to participate in the study, based on their availability and willingness to contribute data.

Data was collected using a structured questionnaire designed to measure two main variables: the frequency of library visits and the purpose of library usage. The questionnaire was divided into three sections: (1) demographic information, (2) questions about Indonesian Language and Literature instruction, and (3) questions related to library usage, including the types of materials accessed and reasons for library visits. The questionnaire employed a Likert scale to gauge students' attitudes and behaviors towards library use, making the data easier to quantify and analyze. Prior to data collection, the questionnaire was pre-tested on a small group of students to ensure clarity and relevance of the questions. Feedback from the pre-test led to minor adjustments to enhance question comprehension. After finalizing the instrument, the questionnaire was distributed to the sample group during school hours, with a brief explanation of the study's purpose. Participation was voluntary, and students were assured of confidentiality and anonymity in their responses.

The data collected was analyzed using statistical techniques to examine the relationship between Indonesian Language and Literature instruction and library utilization. Descriptive statistics were used to summarize the data, providing an overview of students' library use patterns and their engagement with Indonesian Language and Literature studies. Pearson correlation analysis was applied to measure the strength and direction of the relationship between the two variables, allowing for the testing of the study's hypothesis regarding the influence of language learning on library usage. To ensure the validity and reliability of the research instrument, the questionnaire was reviewed by subject-matter experts in library science and language education. The internal consistency of the instrument was assessed using Cronbach's alpha, with a score of 0.7 or higher considered acceptable for reliability. Additionally, the questionnaire was aligned with the study's objectives to maintain content validity, ensuring that it accurately measured the variables of interest. This study adhered to ethical research standards, ensuring that all participants provided informed consent. The school administration and parents were informed about the study's purpose and assured that student participation would not affect their academic standing. Data was handled confidentially, and individual responses were anonymized in the reporting to protect participants' privacy.

RESULT AND DISCUSSION

The results of this study reveal significant insights into the relationship between Indonesian Language and Literature instruction and library utilization among ninth-grade students at SMP Muhammadiyah Rappang. Data analysis shows a positive correlation between engagement in Indonesian Language and Literature classes and the frequency of library visits. Specifically, students who reported higher levels of interest and active participation in Indonesian Language and Literature tended to visit the library more frequently. This supports the initial hypothesis that language and literature instruction can influence students' library habits. Table 1 summarizes the frequency of library usage among participants. The majority of students (60%) reported visiting the library at least twice a week, primarily to access resources related to their Indonesian Language and Literature assignments. Meanwhile, 25% of students used the library occasionally (once a week), and 15% visited rarely (less than once a month). In terms of purpose, the data revealed that students predominantly used the library for academic purposes. Approximately 70% of students indicated that they visited the library to find resources supporting their Indonesian Language and Literature studies, including books, journals, and reference materials. Another 20% of students reported using the library for recreational reading, while the remaining 10% used the library to complete other school assignments.

DISCUSSION

The findings of this study are consistent with previous research that highlights the impact of subject-specific instruction on library utilization. The high frequency of library visits among students engaged in Indonesian Language and Literature instruction underscores the importance of libraries in supporting curriculum-based learning. This suggests that incorporating library resources into the curriculum not only reinforces students' understanding of language and literature but also fosters a culture of independent study and critical thinking. One notable observation is the role of teachers in encouraging library use. Teachers who integrate library-based assignments and encourage independent reading have a direct impact on students' library habits. This aligns with the findings of Kohar (2013), who emphasized that teacher guidance significantly influences students' library engagement. In the context of Indonesian Language and Literature, teachers at SMP Muhammadiyah Rappang reportedly provided reading assignments that required students to explore library resources, thereby enhancing their familiarity with and appreciation for the library.

Furthermore, the preference for library use in relation to Indonesian Language and Literature highlights students' need for supplemental learning materials. Language and literature subjects often require students to explore diverse texts and viewpoints, which are not always available in standard textbooks. By using the library as a resource hub, students were able to access a variety of materials that enriched their understanding of cultural themes, literary techniques, and linguistic nuances, in line with the perspectives shared by Rahayu (2013) regarding the educational role of libraries. Despite the overall positive

trends, certain barriers to optimal library utilization were noted. Some students indicated limited engagement with the library due to a lack of appealing or updated materials, particularly in genres relevant to young readers. This limitation suggests that to maximize the library's role in supporting Indonesian Language and Literature, schools should consider regularly updating and expanding their collections, focusing on materials that cater to students' interests and curriculum needs. Sutarno (2006) supports this, noting that a well-curated collection is essential for sustaining student interest and usage.

In summary, this study demonstrates that Indonesian Language and Literature instruction positively impacts students' library usage patterns. The findings indicate that integrating library-based activities in language learning fosters higher engagement and utilization of library resources. However, for these benefits to be fully realized, it is crucial that schools maintain updated and relevant library collections and that teachers actively encourage students to use the library as part of their learning process. This approach can promote lifelong learning habits and encourage students to value libraries as essential resources for academic and personal development.

CONCLUSION

This study has demonstrated a positive relationship between Indonesian Language and Literature instruction and the intensity of library utilization among ninth-grade students at SMP Muhammadiyah Rappang. The findings reveal that students engaged in language and literature studies are more likely to utilize library resources regularly, reflecting the value of libraries in enhancing subject understanding and supporting independent learning. Most students visited the library to access supplementary resources, deepening their grasp of language, literature, and cultural context beyond the classroom material. The study also underscores the importance of teacher involvement in promoting library usage. Teachers who integrate library-based assignments encourage students to seek out additional information, thus fostering a habit of self-directed learning. This approach not only supports academic goals but also instills a lifelong appreciation for libraries as valuable sources of knowledge and exploration.

To maximize the benefits observed, it is recommended that school libraries maintain updated, relevant, and diverse collections that appeal to students' academic and recreational reading interests. Ensuring that library materials align with the curriculum will further support language and literature learning objectives and encourage more consistent library engagement among students. In conclusion, Indonesian Language and Literature instruction plays a significant role in influencing students' library utilization habits, indicating that educational strategies that include library resources can foster a more engaged, informed, and independent student body. Schools are encouraged to strengthen the link between classroom instruction and library resources, promoting libraries as integral to the learning experience.

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