

ANALYSIS OF STUDENTS' READING INTERESTS IN INTRA MADRASAH STUDENT ORGANIZATIONS AT MTS NEGERI 2 TRENGGALEK IN THE 2025/2026 ACADEMIC YEAR

Kamas Tontowi^{1*}, Eva Zulvi Wityastuti²

¹Madrasah Tsanawiyah Negeri 2 Trenggalek, Trenggalek, Indonesia. ²Magister Manajemen Pendidikan, Universitas Ahmad Dahlan, Yogyakarta, Indonesia

*Corresponding author: ¹kamastontowi@gmail.com, ²evazulvi25@gmail.com

Abstract

Reading interest plays an important role in improving literacy skills and supporting students' academic success. This study aimed to identify the level of reading interest among students involved in the Intra-Madrasah Student Organization (OSIM) at MTs Negeri 2 Trenggalek in the 2025/2026 academic year. A descriptive quantitative approach was employed, involving 40 OSIM members as participants. Data were collected through questionnaires and analyzed using descriptive statistics based on frequency and percentage. The findings indicated that most students demonstrated a fairly good level of reading interest. They enjoyed reading in various places, showed interest in knowledge-based books, and read not only for examinations but also to gain information and broaden their knowledge. Students' reading interest was supported by the school environment, literacy culture, library facilities, and organizational activities. The study concludes that OSIM students possess a fairly good level of reading interest and literacy awareness, which should be strengthened through sustainable literacy programs.

Keywords: Reading Interest, Literacy, OSIM, Madrasah Students

1. INTRODUCTION

The Preamble of the 1945 Constitution of the Republic of Indonesia in the fourth paragraph states that one of the objectives of the Government of the Republic of Indonesia is to educate the life of the nation (Undang-Undang Dasar Negara Republik Indonesia Tahun 1945, 1945). Efforts to educate the nation cannot be separated from the quality of education and the character building of students. These efforts can be realized if the character of society develops positively. Issues related to culture and national character have received serious attention from the public. This attention can be seen in various writings in print media, interviews, dialogues, and talk shows in electronic media.

In addition to the mass media, community leaders, experts, educational observers, and social observers discuss issues of culture and national character in various seminar forums at local, national, and international levels. Various problems occurring in society such as corruption, violence, mass fights, and unproductive social life have become concerns in the field of education. Various alternative solutions continue to be pursued through strengthening character education, implementing regulations, and increasing public awareness (Ramly,

2010).

The curriculum is created to become the soul of education. Curriculum is the heart of education (Gershon & Helfenbein, 2023). Therefore, the curriculum has an important role in shaping the quality of education and students' character. Various opinions expressed by community leaders, education stakeholders, educational observers, and members of society in mass media, seminars, and discussions held by the Ministry of National Education in early 2010 illustrated the strong public demand for cultural and character education. Moreover, this need is imperative as part of the quality of Indonesian people formulated in the National Education Goals (Ramly, 2010).

National Education functions to develop abilities and shape dignified character and civilization in educating the nation. National Education also aims to develop students' potential to become faithful and pious individuals who possess noble character, are healthy, knowledgeable, capable, creative, independent, democratic, and responsible citizens. Basic education, including junior secondary education, aims to build the foundation for developing students' potential to become individuals with strong character (Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2003).

One important aspect in shaping students' character is literacy. According to Teale & Sulzby (1986) literacy is an individual's ability to read and write that develops through communication processes and language learning from an early age. Malawi et al., (2018) state that literacy is not only interpreted as the ability to read and write, but also the ability to understand information to support daily life. Meanwhile, Mannan et al., (2023) explain that literacy is a person's ability to understand, process, and use information effectively in social and educational life. Thus, literacy can be concluded as an individual's ability to read, write, understand, and process information to support communication and life skills in everyday life.

One important aspect in improving language skills is reading ability. Reading is an activity of understanding information and ideas conveyed by the writer through written media. Reading activities can help individuals broaden their insights, increase knowledge, and improve their understanding of various information in daily life. In addition, reading also plays a role in improving thinking skills and understanding things previously unknown. Therefore, reading culture needs to be continuously developed in education and society (Rosalia & Candraloka, 2023; Sinulingga et al., 2023).

However, the reading interest of Indonesian society is still a concern in education. Based on the results of the 2024 National Library Study conducted by the National Library of the Republic of Indonesia, the national reading interest index reached 72.44 and was

categorized as moderate. The data indicate an improvement in the reading culture compared to the previous year (Perpustakaan Nasional Republik Indonesia, 2025).

Reading interest is one of the important indicators in the development of human resource quality. Individuals with good reading interest tend to obtain information more easily, understand new knowledge better, and possess broader thinking abilities. In educational settings, reading culture is also related to improving students' academic achievement. Students who have reading habits are usually more active in the learning process because they possess broader knowledge compared to students who are less accustomed to reading. Therefore, schools have an important role in creating an environment that supports the growth of students' reading culture (Nurjanah et al., 2023).

In addition to the school environment, technological developments also influence students' reading interest. Advances in information technology have provided various forms of digital media that can easily be accessed through smartphones and the internet. This condition has a positive impact because students can obtain reading sources more broadly and quickly. However, on the other hand, technological developments can also reduce students' reading interest if they spend more time on social media or digital entertainment rather than reading beneficial materials (Rahmawati & Fikri, 2022). Therefore, guidance from teachers and parents is needed so that technology use can continue to support students' literacy activities.

Students' reading culture does not emerge instantly but requires continuous habituation. Reading habituation can be implemented through activities such as reading before lessons begin, regular library visits, providing reading corners in classrooms, and other literacy activities. A school environment that supports reading culture will help students develop better reading habits. The more frequently students interact with reading materials, the higher their interest in reading will become (Nurazizah & Wahyuningsih, 2023).

Reading interest plays a crucial role in supporting the success of students' learning process. Students with a strong interest in reading tend to be more active in seeking information and exhibit a greater curiosity about new knowledge. Reading habits can also help students improve their ability to understand subject matter, broaden their horizons, and develop critical thinking skills. Therefore, a reading culture is a crucial aspect that needs to be developed in the school environment.

In education, reading is not only related to the ability to understand texts but also to the development of students' character. Students who habitually read typically have better communication skills, are more confident in expressing their opinions, and more easily understand various issues faced in daily life. Reading habits can also help students improve

discipline and responsibility in learning. Current developments in information technology have influenced students' reading habits. The presence of digital media makes it easier for students to quickly access various sources of information via the internet and mobile phones. However, inappropriate use of technology can also reduce students' interest in reading, as it is used more for entertainment than for learning. This situation demonstrates the need to instill a reading habit so that students can utilize technology as a literacy support tool (Sari & Pujiono, 2022).

A reading culture in students cannot develop instantly but requires continuous practice. Schools play a crucial role in creating a learning environment that supports literacy activities. Providing libraries, reading corners, morning literacy activities, and various reading programs are all ways to foster students' interest in reading. A school environment that supports a reading culture will help students embrace reading as a learning necessity, not simply an academic obligation (Batubara & Ariani, 2023).

Beyond the school environment, student organization activities can also be a means of developing students' literacy skills. Students active in organizations are generally required to understand information, convey ideas, and collaborate in implementing various programs. These skills naturally require good reading habits to provide students with broader knowledge and insight in carrying out organizational tasks.

The Intra-Madrasah Student Organization (OSIM) is an official student organization within the madrasa environment that plays a crucial role in developing student character and leadership. OSIM administrators are not only responsible for implementing the organization's work programs but are also expected to be role models for other students in terms of discipline, responsibility, and literacy culture. Therefore, students who join OSIM need to have good literacy skills and reading interest (Fentarani et al., 2025). Students who join OSIM were selected as research respondents because they are students who are active in school organizational activities and have greater responsibilities than other students. Organizational activities require students to be able to understand information, organize activities, communicate well, and make appropriate decisions. These abilities are closely related to students' reading habits and literacy skills. Thus, OSIM students are considered relevant as subjects in research on reading interest.

MTs Negeri 2 Trenggalek was chosen as the research location because the school actively promotes student character development through various academic and organizational activities. Furthermore, MTs Negeri 2 Trenggalek is a National Adiwiyata school, committed to creating an orderly and comfortable educational environment that supports the development of a positive culture within the school. This conducive school environment is one factor

supporting the development of students' literacy culture.

The selection of MTs Negeri 2 Trenggalek as the research location was also based on the various activities that support students' reading habits. The school has library facilities and organizational activities that actively involve students in various school programs. This situation is interesting to study further, particularly regarding how the reading interests of students who are members of school organizations, particularly OSIM, are reflected in the activities of their organizations.

Research on the reading interests of OSIM students is important to understand the state of literacy culture among students active in school organizations. The results are expected to serve as evaluation material for schools in improving literacy programs and fostering student organizations. Furthermore, this research is also expected to provide information on the importance of developing a reading culture in students as part of efforts to improve the quality of education in madrasahs.

2. METHODOLOGY

This study uses a descriptive quantitative approach. Quantitative descriptive research is a study that aims to describe or describe a phenomenon based on data obtained in the form of numbers and analyzed using percentages or frequencies (Sugiyono, 2019). The study was conducted at MTs Negeri 2 Trenggalek located at Jalan Raya Sugihan Kampak Trenggalek 66373, Sugihan Village, Kampak District, Trenggalek Regency, East Java Province. The study was conducted from April to May 2026. The subjects of this study were students who were members of the Intra-Madrasah Student Organization (OSIM) of MTs Negeri 2 Trenggalek for the 2025/2026 Academic Year. The number of respondents in this study was 40 students.

The data collection technique used a questionnaire. The questionnaire was used to determine the level of reading interest of OSIM students through several statements related to reading habits, interest in reading books, and student reading activities. The data obtained were then analyzed using quantitative descriptive analysis techniques by calculating the frequency and percentage of respondents' answers.

The questionnaire in this study used a rating scale with four response alternatives: strongly agree, agree, disagree, and strongly disagree. This scale was used to determine respondents' level of agreement with statements regarding reading interest. Each respondent's answer was then scored according to a predetermined response category. The scores were then calculated as frequencies and percentages to facilitate data analysis.

Quantitative descriptive research was chosen because it aligns with the research objective, which is to describe the reading interests of OSIM students based on data obtained from the field. Through this approach, researchers can present data systematically, making the research results easier to understand. Furthermore, quantitative descriptive research can also provide insight into the tendencies of respondents' responses to the questions provided in the questionnaire.

The data sources in this study consist of primary and secondary data sources. The primary data sources were obtained directly from questionnaires completed by OSIM students at MTs Negeri 2 Trenggalek. The secondary data sources were obtained from books, journals, and documents related to student literacy and reading interests.

3. RESULTS AND DISCUSSION

The research was conducted by distributing questionnaires to students of the Student Organization (OSIM) of MTs Negeri 2 Trenggalek. The questionnaires were given directly to respondents and filled out according to each student's condition and reading habits. The statements in the questionnaires related to reading habits, interest in knowledge books, interest in reading in the library, and reading habits in everyday life.

The research data was then analyzed using quantitative descriptive techniques through frequency and percentage calculations. The results of this analysis were used to determine the reading interests of OSIM students at MTs Negeri 2 Trenggalek. The data is presented in tabular form to facilitate readers' understanding of the research results.

This study was conducted on students who are members of the Intra-Madrasah Student Organization (OSIM) of MTs Negeri 2 Trenggalek in the 2025/2026 academic year. The number of respondents in this study was 40 students. The research data was obtained through the distribution of a questionnaire consisting of five statements regarding students' reading interests. The results of the study are presented in the form of frequency and percentage tables as follows.

Table 1. Interest in Reading Books Everywhere

Statement	Score	Frequency	Percentage
Strongly agree	5	2	5%
Agree	4	26	65%
Disagree	3	13	32,5
Strongly disagree	2	1	2,5

Based on Table 1, the majority of students agreed that they enjoy reading books wherever they are. These results indicate that OSIM students at MTs Negeri 2 Trenggalek have a fairly good interest in reading. The habit of reading in various situations indicates that reading is not limited to specific times but has become a popular activity for students.

Table 2. Level of Student Boredom When Reading Books

Statement	Score	Frequency	Percentage
Strongly agree	2	2	5%
Agree	3	13	32,5%
Disagree	4	23	57,5%
Strongly disagree	5	2	5%

Based on Table 2, the majority of students disagreed that they quickly get bored when reading. These results indicate that students have a fairly good interest and retention in reading. Student interest in reading activities can be a supporting factor in improving literacy skills and understanding various information.

Table 3. Student Interest in Knowledge Books

Statement	Score	Frequency	Percentage
Strongly agree	5	6	15%
Agree	4	29	72,5%
Disagree	3	5	12,5%
Strongly disagree	2	0	0%

Based on Table 3, the majority of students expressed interest in educational books. This data indicates that OSIM students have a strong interest in reading material that can broaden their horizons and knowledge. Interest in educational books can also support improved thinking skills and understanding in learning and organizational activities.

Students' interest in educational books demonstrates that they read not only for entertainment but also for the desire to acquire new information. Educational books can help students understand various aspects of their studies and daily lives. The greater their interest in educational books, the greater their opportunities to improve their critical thinking skills and broaden their horizons.

Furthermore, an interest in educational books can also support students' abilities in organizational activities. Students who actively read are generally more able to understand information, express their opinions, and find solutions to problems faced within school organizations. Therefore, reading interest plays a significant role in developing student skills in the madrasah environment.

Table 4. Interest in Reading in the Library

Statement	Score	Frequency	Percentage
Strongly agree	4	3	7%
Agree	3	29	72,5
Disagree	2	8	20%
Strongly disagree	1	0	0%

Based on Table 4, the majority of students agreed that they would like to read books in the library. These results indicate that libraries remain a key resource supporting student literacy activities in the madrasah environment. The existence of libraries can help students access a variety of reading resources to enhance their knowledge and insight.

School libraries play a crucial role in supporting students' literacy culture. They serve not only as a place to store books but also as a learning resource for students to access a variety of information sources. A comfortable library with a diverse collection of books can foster students' interest in reading.

Students' interest in reading in the library also indicates that OSIM students are still utilizing the school's literacy facilities quite well. This is a positive development for developing a reading culture within the madrasah environment. School support through the provision of adequate library facilities can help foster sustainable reading habits in students.

Table 5. The Habit of Reading Books Only When Facing Exams

Statement	Score	Frequency	Percentage
Strongly agree	2	2	5%
Agree	3	4	10%
Disagree	4	23	57%
Strongly disagree	5	11	27,5%

Based on Table 5, the majority of students disagreed that they only read books when they are preparing for an exam. These results indicate that reading is not solely for academic

purposes, but also to broaden knowledge and insight. This habit demonstrates students' awareness of the importance of reading in everyday life.

In general, the research results indicate that OSIM students at MTs Negeri 2 Trenggalek have a fairly good interest in reading. This is evident from the high percentage of students who enjoy reading, are interested in educational books, and do not get bored easily when reading. Furthermore, most students stated that they do not only read books when facing exams. This condition indicates that reading activities have become part of the students' learning needs and insight development. The fairly good interest in reading among OSIM students indicates students' awareness of the importance of reading as a means of obtaining information and increasing knowledge.

The results of this study indicate that OSIM students at MTs Negeri 2 Trenggalek have a positive tendency to read. This condition can be influenced by the school environment, organizational activities, and the literacy culture that develops in the madrasah. Students who are active in school organizations are generally required to understand more information, organize activities, communicate well, and be able to work together in implementing organizational programs. These demands encourage students to become more accustomed to reading and seeking various relevant sources of information to support organizational activities and learning at school. Thus, organizational activities indirectly help shape students' reading habits because they require broader knowledge and information to carry out organizational responsibilities.

A strong interest in reading also demonstrates a student's awareness of the importance of reading in everyday life. Reading not only helps students understand course material but also broadens their horizons, enhances critical thinking skills, and aids them in expressing opinions and communicating effectively. These skills are essential for students active in school organizations, as they are expected to be role models for others in terms of attitude, discipline, and responsibility. Students who have a habit of reading tend to understand various issues more easily and are able to make better decisions in organizational activities and learning at school.

Furthermore, the presence of libraries and literacy facilities in schools also influences students' reading habits. A school environment that supports a culture of literacy can help students interact more easily with a variety of reading materials. Regular literacy activities, such as reading before class and utilizing the school library, can foster better reading habits in students. Therefore, school support in providing literacy facilities and programs is a crucial factor in increasing students' interest in reading. Comfortable library facilities and the

availability of a variety of books can also increase students' interest in reading and encourage them to utilize their free time for meaningful activities.

The results of this study also indicate that OSIM students have an interest in educational books. This interest is positive because it can help students acquire new information and broaden their horizons. Students with a strong interest in reading tend to be more active in learning activities and organizations because they possess a broader knowledge base than students who are less accustomed to reading. Thus, an interest in reading not only impacts students' academic abilities but also supports the development of students' social and leadership skills within the madrasah environment.

Students' interest in educational books also demonstrates a strong sense of curiosity. These books can help them understand a variety of information related to both their studies and daily lives. The greater their interest in useful reading materials, the greater their opportunities to improve their thinking skills and expand their knowledge. This is a crucial asset for students in facing the increasingly rapid development of science and technology.

Nevertheless, efforts to improve reading culture need to be ongoing. Schools can develop various engaging literacy programs to help students become more accustomed to reading. Teachers, student student council (OSIM) advisors, and school administrators also need to motivate students so that reading becomes a necessity in their daily lives, not just for academic purposes. Literacy programs can be implemented through various activities such as reading together, providing reading corners, literacy competitions, and utilizing digital media as a positive reading tool for students.

With support from various parties, it is hoped that the culture of literacy in the madrasah environment will continue to develop and positively impact the quality of learning and character development of students. The strong interest in reading among OSIM students is expected to serve as a positive example for other students, thereby fostering a broader reading culture within the school environment. Furthermore, consistently cultivating a reading habit can also help students become more active, critical, and insightful individuals in facing the various challenges of education and daily life.

4. CONCLUSION

Based on the research results, it can be concluded that students in the Intra-Madrasah Student Organization (OSIM) of MTs Negeri 2 Trenggalek in the 2025/2026 academic year have a fairly good interest in reading. This is evident from the questionnaire results, which showed that most students enjoy reading books anywhere, are interested in knowledge books,

and do not get bored easily when reading. Furthermore, most students also stated that they do not only read books when facing exams.

The research results show that the reading culture among OSIM students has developed quite well. Their interest in books and their interest in reading in the library demonstrate an awareness of the need to acquire information and broaden their horizons through reading. This reading habit can help students improve their thinking skills, understand information, and support learning and organizational activities at school.

The reading interest of OSIM students is also influenced by the school environment and the literacy culture developed in the madrasah. The presence of a library, literacy activities, and support from teachers and organizational mentors are factors that contribute to the development of reading habits in students. Therefore, schools need to continue developing literacy programs and providing supporting facilities to ensure a sustainable growth in students' reading habits.

This research is expected to serve as evaluation material and a reference for schools in improving students' literacy culture, particularly for students active in school organizations. Furthermore, this study is also expected to serve as a reference for further research related to reading interest and the development of a literacy culture in educational settings.

5. ACKNOWLEDGEMENT

The authors would like to express their sincere gratitude to the Principal of MTs Negeri 2 Trenggalek for granting permission and support in conducting this research. Special appreciation is extended to the OSIM students of MTs Negeri 2 Trenggalek for their participation and cooperation in completing the questionnaires. The authors also thank all teachers and staff members who contributed to the implementation of this study. Finally, the authors are grateful to all parties who provided support, assistance, and encouragement throughout the research process and the preparation of this article.

6. REFERENCES

Batubara, F. R., & Ariani, F. (2023). Implementasi budaya literasi dalam meningkatkan minat baca siswa sekolah menengah. *Jurnal Pendidikan Dan Literasi*, 7(2), 112–121. <https://doi.org/10.33477/literasi.v7i2.5123>

- Fentarani, P. D. P., Kertih, I. W., Sidaryanti, & Asri, N. N. (2025). Peranan organisasi siswa intra sekolah (osis) dalam membentuk karakter kepemimpinan. *JiIP - Jurnal Ilmiah Ilmu Pendidikan*, 8(2), 2243–2248. <https://doi.org/https://doi.org/10.54371/jiip.v8i2.7241>
- Gershon, W. S., & Helfenbein, R. J. (2023). Curriculum matters: educational tools for troubled times. *Journal of Curriculum Studies*, 55(3), 251–269. <https://doi.org/10.1080/00220272.2023.2218466>
- Malawi, I., Tryanasari, D., & Kartikasari, A. (2018). Pembelajaran literasi berbasis sastra lokal. CV. AE Media Grafika.
- Mannan, A., Gustiar, & Gani, R. A. (2023). Pendidikan literasi. Selat Media.
- Nurazizah, T. S., & Wahyuningsih, Y. (2023). Peningkatan budaya literasi melalui program pojok baca siswa sekolah dasar. *Dirasah: Jurnal Studi Ilmu Dan Manajemen Pendidikan Islam*, 6(2), 394–402. <https://doi.org/https://doi.org/10.58401/dirasah.v6i1.929>
- Nurjanah, S., Ananda, R., & Lestari, D. (2023). Hubungan minat baca dengan prestasi belajar siswa sekolah menengah pertama. *Jurnal Pendidikan Dan Konseling*, 5(2), 1450–1457. <https://doi.org/https://doi.org/10.31004/jpdk.v5i2.13125>
- Perpustakaan Nasional Republik Indonesia. (2025). Perpustnas genjot peningkatan budaya baca dan literasi melalui program inklusi dan digitalisasi. Perpustnas RI. <https://perpusnas.go.id/berita/perpusnas-genjot-peningkatan-budaya-baca-dan-literasi-melalui-program-inklusi-dan-digitalisasi>
- Rahmawati, & Fikri, M. (2022). Budaya literasi dalam meningkatkan minat baca peserta didik di sekolah. *Jurnal Basicedu*, 6(6), 9874–9881. <https://doi.org/https://doi.org/10.31004/basicedu.v6i6.4172>
- Ramly, M. (2010). Pengembangan pendidikan budaya dan karakter bangsa: pedoman sekolah. Kementerian Pendidikan Nasional Badan Penelitian dan Pengembangan Pusat Kurikulum.
- Rosalia, S., & Candraloka, O. R. (2023). The effect of using think pair share to improve students' reading skills. *J-SHMIC: Journal of English for Academic*, 10(2), 155–165. [https://doi.org/10.25299/jshmic.2023.vol10\(2\).13544](https://doi.org/10.25299/jshmic.2023.vol10(2).13544)
- Sari, N., & Pujiono, S. (2022). Budaya literasi sekolah sebagai upaya pembentukan karakter peserta didik di sekolah dasar. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(5), 5285–5296. <https://doi.org/10.31004/obsesi.v6i5.2585>
- Sinulingga, S., Saragih, E., & Purba, C. A. (2023). Improving students' reading comprehension skills through the survey, question, read, recite, review (sq3r) method. *Jurnal Educatio: Jurnal Pendidikan Indonesia*, 9(1), 492–499. <https://doi.org/10.29210/1202322940>

Sugiyono. (2019). Metode penelitian kuantitatif, kualitatif, dan r&d (Kedua). Alfabeta.

Teale, W. H., & Sulzby, E. (1986). Emergent literacy: writing and reading. Ablex Publishing Corporation.

Undang-Undang Dasar Negara Republik Indonesia Tahun 1945 (1945).

Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional (2003).