

## Research Article

# Analysis of the Impact of the Home Lecture System on the Reading Interest of Library Science Students at Raden Fatah State Islamic University Palembang

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**Abstract.**

This study examined the impact of the home lecture system on the reading interest of library science students at Raden Fatah Palembang State Islamic University. This research used descriptive quantitative method. The study participants included 196 students selected using a total sampling technique. Data from this study were collected by using questionnaires, interviews, and documentation. The data obtained were analyzed using the mean and grand-mean formulas. The study results showed that the categorized average value for variable x is 3.69 and reading interest or variable Y is 3.54. In conclusion, the home lecture system significantly supported students' reading interests.

**Keywords:** impact, lecture system, reading interest

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**Published:** 4 April 2024

Publishing services provided by  
Knowledge E

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Selection and Peer-review under the responsibility of the ICOLIS Conference Committee.

## 1. Introduction

Currently, developments in the field of technology are increasingly advanced, making all life in various aspects surrounded by the development of such great tools, plus currently, the world of education is being affected by a virus that is attacking several countries including Indonesia, this is explained by a detikhealth site. , detik.com which said that there were 12 countries that had not been affected by the Corona virus on July 10, 2020, namely Kribati, Marshall Island, Micronesia, Nauru, North Korea, Palau, Samoa, Palau Solomon, Tonga, Turkmenistan, Tavalu, and Vanuatu.

A world health organization known as the World Health Organization (WHO) has determined that the symptoms or spread of the virus is currently known as a global pandemic. Given the spread of the virus that has spread to all corners of the world, and as we have heard, the origin of the Covid-19 virus is below from Wuhan, China, which was known at the end of December 2019. This made education that usually took

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place face-to-face or the process that directly interacted between teachers, teachers or lecturers with students or students that occurred in a room or class was turned into a learning system from home or a lecture system in network (Online). In a quote from a social and cultural journal written by Rizqon Halal, he wrote that learning activities in schools are the best way or tool for public policy as a strategy or way to increase knowledge and skills. And from the journal written by Abusiri, the development of electronic-based learning (E-Learning) which was first used by the University of Illinois at Urbana-Champaign by applying a technology-based instructor system. According to Daryanto, the notion of E-Learning is a learning tool that can be a solution for teaching and learning activities using electronic media or a technology.

From some of the explanations regarding E-Learning above, it can be concluded that the lecture system from home or E-Learning is a learning system that involves electronic devices which can connect one another as a medium of learning, discussion or communication, with the enactment of a lecture system from home which is applied by government in the world of education with this long period of time, namely in the 2020/2021 school year, this will certainly have its own impact on students, and almost all universities enforce this for students, and one of the universities that participate in enacting the policy namely Raden Fatah State Islamic University Palembang, where this university provides rules for students and lecturers to carry out learning activities from home, without exception having an impact on the Library Science study program. Especially for Library Science students of UIN Raden Fatah class of 2017-2019 who are still active in the lecture process, the impact in the explanation of the Big Indonesian Language Dictionary is a collision, a strong influence that comes from something (people, objects) that can create character, as well as beliefs or actions. somebody.

The application of the home lecture system for a long period of time will certainly change all kinds of student learning methods and styles, the home lecture system at the UIN Raden Fatah Palembang campus which came into effect from the issuance of the circular letter Number: SE-188/UN.09/ 1.3/HK.00.7/03/2020 on March 16, 2020 and remains valid until the odd semester this October. Their changing learning styles, everything is digital, from learning discussions to the end of semester exams conducted online or studying from home, the learning style is so relaxed, which causes them to be less than optimal in the ongoing learning process.

This is evidenced by the responses of several students who gave their opinions about the home lecture system to researchers, researchers conducted online interviews with several students from the 2017-2019 class on behalf of Windy Eka Meliyani, Dea, Kiki, Aqila, class 2018 students and Dedek Fadila class 2019.

Total Library Science Students

Student Class of 2017 65 People

Students Class of 2018 67 People

Students Class of 2019 66 People

Students Class of 2020 80 People

Source: Student Presence of Library Science UIN Raden Fatah Palembang

And where the results of the interviews can be described by researchers as follows: “The lecture system from home is felt to make lecturers who deliver material less than optimal, and as students who receive information they do not understand and it can be said that the lecture system from home is not yet effective. This home-based lecture system has a huge impact on reading interest because with online lectures, lecturers give more assignments that make students have to read and find information to the maximum, but also make reading interest decrease because the available information sources are all digital, which sometimes gets bored more quickly. Regarding learning styles, which will certainly have an effect on being more relaxed, but this makes the learning system not optimal, everything is online, the discussions are all digital.”

And from the brief interview that the researchers did, it was concluded from their answers that the learning process from home had an impact on their reading interest in doing assignments, but according to the characteristics of the impact there were two types, there was a negative impact and there was also a positive impact. more relaxed learning makes understanding of the material less than optimal, with the various answers given by the students, the researcher feels that this problem deserves to be investigated as new knowledge about the impact of the lecture system from home with reading interest.

According to Slameto, interest is a habit or predominance of doing something and paying attention, considering some actions, actions or activities that interest someone to be noticed continuously accompanied by feelings of love. And interest according to Hurlock, interest is a source of motivation that encourages someone to do what they want if they are free to choose. Interest is also solidly said as a desire or interest to do something, according to Bernard, that interest or willingness does not come instantly or spontaneously, but comes as a result of participation, experience, frequency, at the time of study or work, and it is clear that interest will always related to what is called wants and needs.

Reading is one of the active absorption activities, and reading is the activity of seeing and saying every word or symbol that is seen by the senses and spoken by mouth.

According to the Big Indonesian Dictionary, reading is an activity to see and recognize something we see. Farida's opinion in Rizkon, said that reading interest is a great will accompanied by one's actions to read. According to Herman Wahadanaih in Yunita Ratnasari, reading interest is a strong and deep interest in reading activities so that it can direct someone to read with personal desire or external motivation.

From a number of explanations above, it can be concluded that interest in reading is explained, a tendency, willingness or interest and accompanied by continuous efforts on a person to carry out viewing activities as well as saying every word or symbol that is seen. By conducting research with analytical techniques, according to Sugiyono in the FKIP Repository, Jambi University, analysis is an activity or effort where to find a point of view or mindset, while analysis is a mindset related to something by systematically testing something in order to determine the part, the relationship between parts and their relationship to the whole.

So, doing research by analyzing the impact of the home lecture system in the researcher's opinion is the right thing to do, considering the newly implemented lecture system from home will certainly be a good consideration for students or majors in the future, especially in the Library Science study program at UIN Raden Fatah Palembang, given several responses. different from some students, and also this research can be used by lecturers as a reference or evaluation later when carrying out an appropriate lecture system, for that the researcher wrote this thesis with the title "Analysis of the Impact of the Home Lecture System on the Reading Interest of Library Science Students at the Islamic University Country of Raden Fatah Palembang"

The objectives to be achieved in this research are as follows:

"To find out whether the lecture system from home affects the reading interest of Library Science students at UIN Raden Fatah Palembang.

## 2. Methods

The research method is one way or way to get the results of a study, in a thesis it is explained that the research method is an activity carried out according to certain technical procedures or methods used by researchers. This research applies descriptive research type with a quantitative approach. Quantitative research is research that seeks to solve a problem as information and data are found, so that researchers can manage and present data, analyze, and interpret the results. Sugiyono argues that descriptive research is research that is carried out on independent variables, namely without making comparisons or connecting a variable.

This research will be located on the campus of Raden Fatah State Islamic University Palembang, precisely in the Faculty of Adab and Humanities building, JlnProf. KH Zainal Abidin Fikri, Km 3.5. Types and Sources of Data, Primary Data Sources, Primary data are data sources that are directly obtained by researchers at the research location or research object. The primary data in this study was carried out by brief interviews. Secondary data sources are data sources obtained from a second source or secondary sources of the data we need. Secondary data sources are supporting or complementary in this research, such as previous thesis journals or so on. In other words, secondary data is data that is not obtained directly by researchers, for example the results of documentation, administration, journals, and various previous studies.

The research population is the whole of all parts (Universum) of an object of research which can be in the form of humans, animals, plants and so on, so that these objects can be a source of research data. The population in this study were students of the Library Science Study Program of UIN Raden Fatah Palembang, in which the population consisted of three generations, namely the 2017 class of students, amounting to 65 people and the 2018 class of 65 students and the 2019 class of 67 students, with a total of 67 people. totaling a population of 197.

The instrument used in this research is a questionnaire. This questionnaire instrument is used to find out about the impact of the home lecture system on the reading interest of Library Science students, the questionnaire used in this study is in the form of a checklist table that has a weighted value of 1 to 5, using a Likert scale, based on the answer choices Strongly Agree, Agree, Often, Sometimes -sometimes, and strongly disagree or Almost never. Validity and Reliability Test. Validity is a measure that shows the levels of validity or validity of an instrument. Valid or valid instruments have high validity. On the other hand, low validity has low validity. The validation test that will be carried out by the author is using the SPSS version 26 application using the Pearson Product Moment formula as follows:

$$r = \frac{N \sum}{\sqrt{N \sum X^2 - (\sum X)^2} [N \sum Y^2 - (\sum Y)^2]}$$

Information:

Rxy : The correlation coefficient between items (X) and the total value (Y) X : Value of each item

Y : Total score

N : Total respondents X : Total score X

Y : Total score Y

XY : Total multiplication result between score X and score Y

Before distributing questionnaires to 196 respondents in this study, the initial action was to test the validity by distributing 30 questionnaires to respondents outside the sample. For the level of validity, a significant test was carried out by looking at the comparison of the value of rcount with rtable. The Degree of freedom (df) formula is used to determine the rtable, namely the  $df = n - k$  formula. Note: n is the number of samples and k is the number of constructs. That way  $df = 30 - 2 = 28$ . Then the number obtained is rtable 0.373 by looking at the simple correlation coefficient table.

Reliability is a test result of an instrument that is tested and can be trusted so that it can be used or applied in further research. And a good instrument will not direct respondents to choose certain answers. Reliable instruments will produce reliable data. After testing the validity, then the instrument is tested for reliability using the Cronbach Alpha technique using the SPSS version 26 program. The formula used is as follows:

$$r = \frac{k}{k-1} \left( 1 - \frac{\sum st^2}{st^2} \right)$$

Information:

r : Coefficient of Reliability

k : The number of questions or the number of questions

st : Score of each question item St : Total

TABLE 1:

Variabel	rtabel	Rhitung	Keterangan
the Home Lecture System	0.373	0.946	Reliabel

The results of the reliability test were carried out using SPSS version 22 using the Cronbach's Alpha formula. Then the following results are obtained: After that, after conducting the validity test, the statement items will also be tested for reliability using a measuring instrument with the alpha Cronabach technique with the results of the instrument reliability test in this study using the IBM SPSS Statistic 22 program as shown in the following table:

(Source: Processed data)

The results of the test in the table above, regarding variable x, namely the lecture system from home or distance learning shows that the value of rcount is greater than rtable, it can be concluded that all research instruments on each variable are declared reliable.

TABLE 2:

Variabel	Rtabel	Rhitung	Keterangan
the Reading Interest	0.373	0.926	Reliabel

The results of the reliability test in the table above state that, Cronbach's Alpha shows that the value of rcount is greater than rtable. So, it can be concluded that all the instruments are declared reliable. The measurement scale is an agreement that is used as a reference to determine the length of the short interval in the measuring instrument. In this study, it is used to measure the opinions and impacts of a student about the phenomena that occur in the discussion of this research. In this study, the phenomenon has been specifically determined by the researcher, hereinafter referred to as a variable in the study. By calculating the Likert Scale, the measured variable is translated into variable indicators, then the indicator is used as a benchmark for making instrument items which can be in the form of statements or statements. The data analysis technique is an effort to organize data. This study uses a descriptive research design. Descriptive research is research that describes a situation in an event as clearly as possible, and in this study the analysis used is descriptive statistics, descriptive statistics are statistics used to analyze by developing data.

To find out the average value of each item of the instrument, the researcher applies the grand mean formula, namely

$$\text{Mean } x = \frac{\sum x}{N}$$

Information:

: Sum of all Questionnaire scores X : Average count / mean

N : Number of Respondents

After the average of the respondents' answers is known, the calculation is carried out using the grand mean formula. The grand mean formula is used to determine the general average of each statement item. The grand mean formula is as follows:

Grand Mean (X) = Total R Count / Question To find the scale range of respondents' answers use the formula below:

$$RS = \frac{m-n}{b}$$

Information:

RS: Scale Range m : Highest Score n : Lowest Score b : Rating Scale

The calculation of the scale is as follows:

The data analysis technique is an effort to organize data. This study uses a descriptive research design. Descriptive research is research that describes a situation in an event as clearly as possible, and in this study the analysis used is descriptive statistics, descriptive statistics are statistics used to analyze by developing data. From the calculation of the scale range above, it is obtained that the scale range is 0.8 so that the rating scale is made as follows:

Category Value

4.2 – 5.0 Very High

3.4 – 4.2 High

2.6 – 3.4 Medium

1.8 – 2.6 Low

1.0 – 1.8 Very Low

(Source. Sugiyono Quantitative, Qualitative And R&)

This study entitled “Analysis of the Impact of the Home Lecture System on the Reading Interest of Library Science Students at UIN Raden Fatah Palembang” in this study has two variables where the variables are X and Y, the X variable in this study is the lecture system from home or a distance learning system, and variable Y is reading interest. From the results of observations made, the temporary hypothesis is:

Ha : There is an impact of the home lecture system (x) on the reading interest of Library Science students at UIN Raden Fatah Palembang.

Ho : There is no impact of the home lecture system (X) on the reading interest of Library Science students at UIN Raden Fatah Palembang.

### 3. Result and Discussion

This chapter discusses the results of processing and also the findings obtained from the research site, which will answer the formulation of the problem in this study, namely regarding whether there is an impact of the home lecture system on the reading interest of Library Science students at Raden Fatah State Islamic University Palembang.

To find out and answer the problem formulation in this study, 24 statement items were made, of which 14 came from the X variable, namely the home lecture system or distance learning and 10 from the Y variable, namely reading interest, which had been distributed to a sample of 196 respondents. This questionnaire is used to obtain data which is then processed by researchers. After getting the data or information, the



researchers tested the validity and reliability first, to determine the level of validity and reliability of a variable, the researchers used a measurement scale using a Likert scale.

Analysis of Research Questionnaire Results The Impact of the Home Lecture System on the Reading Interest of Library Science Students at Raden Fatah State Islamic University Palembang, in terms of the suitability of the application of the Home Lecture System with the Elements of Distance Learning. Variable Analysis of Home Lecture System or Distance Learning. Lecture From Home or Distance Learning System Lecturer provides learning satisfaction consistently 4.06 High Lecturers provide discussion group service facilities 4.10 High Lecturer gives group discussion activities 3.74 High Group discussion went well 3.12 Moderate Students know about learning achievement 3.40 High There is an administrative personal to review the members 2.92 Medium Lecturers provide services to access information 3.57 High Lecturers give students the right to actively seek information 4.11 Moderate There is repetition of material in learning activities 3.34 Medium There is an evaluation activity of learning activities 3.41 tall

The distribution of materials in accordance with the 4.01 semester learning plan High Materials are given to students 3.53 High Access to digital libraries as access to information 3.62 High The library can be accessed to find lecture materials 3.80 High Sum |  $51.73 / 14 = 3.69$ .

It is known from the thickness of 4.21, on the Lecturer indicator providing learning centers consistently getting an average score of 4.06 which is categorized as high, on the Lecturer indicator providing discussion group service facilities, getting a score of 4.10 is categorized as high as well. The lecturer continued to give group discussion activities to get an average score of 3.74 with a high category, then in the indicator the group discussion went smoothly, it obtained an average score of 3.12 in the medium category, and the indicator, Students know about learning achievement, got an average score of 3.40 who got high category, The existence of administrative personnel to review its members obtains an average score of 2.92 in the medium category, Lecturers provide services to access information, obtains an average score of 3.57 in the high category, lecturers' indicators give students the right to actively seek information, get grades an average of 4.11 in the medium category, the indicator The presence of repetition of material in learning activities gets an average value of 3.34 with a medium category.

The existence of an evaluation activity in learning activities gets an average value of 3.41 in the high category, indicators for the distribution of appropriate materials with the semester learning plan, got an average value of 4.0 1 high category, in the indicator of material materials given to students an average score of 3.53 with a high category, Access to digital libraries as access to information gets an average value of 3.62 in the

high category, lastly in the indicator that the library can be accessed to find materials lectures, got an average score of 3.80 in the high category. Then, from the 14 average values that have been calculated, the total average value of the home tuition system variable is calculated using the grand mean formula, as follows: grandmean ( $\bar{x}$ )=(total mean count)/(number of statements) ( 51.73)/(14 ) = 3.69

From the above data that has been analyzed and interpreted above regarding the home tuition system, it can be seen that the average value is 3.69 which is categorized as high, where in the interval table 3.4 - 4.2 is a high value. Connected with Munir's theory in his book on the elements of distance learning, the existence of a learning center, the existence of an interaction or group discussion, the existence of personal administrative support, information, deepening of material or repetition of material, the distribution of learning materials, the existence of a digital library, the existence of a library to get information, based on these indicators that the distance learning system is in accordance with these elements, based on the answers and the average score that has been calculated.

So, from this statement, it can be concluded that the lecture system from home or distance learning in the library science study program has been running well in accordance with these elements, where the researchers found indicators that were in accordance with the elements of the distance learning system. Munir stated in his book, such as distance learning carried out by lecturers by consistently choosing one source or one medium for learning from home, conducting discussions, giving students the right to seek information. However, from these findings there are several things that according to the author need to be improved, such as providing direction on solutions where ongoing discussions have not been carried out effectively, repetition of material or evaluations that have not been carried out by lecturers, this can be seen from the points obtained in the moderate category.

### 3.1. Reading Interest

In this section, the reading interest variable, in this case the Y variable. Includes several indicators as measurement representatives, to obtain research results, the following can be seen from the thickness and the following indicators:

1. Reading Interest Variable Analysis
2. Interest in reading The availability of reading books during the lecture system from home 3.79 High

3. The existence of reading books during learning 4.13 High
4. Lecturer gives assignments to read learning materials 3.65 High
5. Lecturer provides reading material according to the semester 3.50 lesson plan High
6. When reading must have a special purpose 3.69 High
7. When after reading must have a benefit 3.87 High
8. Availability of library for reading 3.66 High
9. Availability of information search tools to find information 3.80 High
10. Classmates give suggestions for the theme of reading material 3.16 Moderate
11. Classmates provide support for reading 3.21 Medium

Sum  $35.46 / 10 = 3.54$

It is known from table 4.32 above regarding reading interest, to determine information so that it is easy to get information in it the researcher has determined what information will be sought according to the needs and also the theory used, for indicators of reading material, researchers multiply information by giving a statement about the means reading material during the lecture system from home which got a score of 3.79 which was in the high category, and secondly in this indicator the researcher gave a statement regarding whether there were reading books related to learning during the lecture system from home, which got a score of 4.13 which also in the high category.

In the second indicator of the environment, the researcher submits a statement about the support from the lecturer as a teaching staff who gives assignments to read or not, this indicator gets a value of 3.65 which is also in the high category, and for the second statement the researcher submits a statement about the lecturer who provides reading material. is in accordance with the lesson plan (RPS) or did not get an answer of 3.50.

Furthermore, on the third indicator, namely needs, regarding the need for researchers to submit a statement, namely with their needs whether reading should have a special purpose with a value of 3.69 in the high category, and the second statement by asking about the benefits of reading, whether reading should have benefits afterwards, get a value of 3.87 which is also in the high category. Then with the fourth indicator, namely information, the researcher multiplied the information by submitting a statement that in meeting the information was there a library for reading which got a score of 3.66 in the high category, then continued from the first question to the second question the researcher asked whether there was an information search tool available.

During the course of the study from home system, the score was 3.80 which is high. In the last indicator that the researcher uses to find out whether there is an impact on reading interest, namely, regarding indicators of suggestions or input, whether there are suggestions for reading material themes from classmates for reading, getting a score of 3.16 here is different from other statement points getting a medium or smaller category. In the second statement the researcher asked whether there was support or in the form of support from friends in carrying out reading activities during the lecture system from home, here also got a score that was not much different, namely 3.21 in the medium category. And of the 10 average values of the reading interest variable using the grand mean formula, as follows:

$$\text{grandmean } (\bar{x}) = (\text{total mean count}) / (\text{number of statements}) = (35.46) / (10) = 3.54$$

From the data that has been analyzed and interpreted above regarding information retrieval, it can be obtained that 3.54 is categorized as high based on the interval value, 3.4 - 4.2.

If it is connected with the theory of Daweson and Bamman in his book which is explained in Nur Hayati's thesis about the factors that influence a person's reading interest which is also used as an indicator of measuring interest in reading, starting with reading materials, environmental factors, one's needs, information and also Suggestions or inputs are used as reference material in the questionnaires that have been distributed and answered by Library Science students class 2017 to 2019. Based on these indicators, Library Science students class 2017, 2018 and 2019 are sampled, that there is an impact of the home lecture system on interest student reading, which is proven by the answers to the indicators proposed, and is in the high category.

So, it can be concluded from the statement above that there is an impact or the lecture system from home on the reading interest of Library Science students. And in this study, the researcher also found several points in the indicators that show students who stated that there were some students who had collections or reading materials during the lecture system from home, students who chose the statement that there was library access during the lecture system from home, but in the indicator Finally, there is a statement that there is a lack of support or advice from classmates regarding enthusiasm for reading and suggestions about reading books.

Analysis of the Impact of the Home Lecture System on the Reading Interest of Library Science Students at UIN Raden Fatah Palembang to find out whether there is an effect of the Home Lecture System on the Students' Reading Interest. The normality test is intended to test whether the sample used in the study has a normal distribution or not. using IBM SPSS Version 26 normality test results can be seen as follows

Uji Normalitas

TABLE 3:

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
	N	196
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	4,84858040
Most Extreme Differences	Absolute	,041
	Positive	,034
	Negative	-,041
	Test Statistic	,041

TABLE 4:

Asymp. Sig. (2-tailed)	,200 <sup>d</sup>
Test distribution is Normal. Calculated from data. Lilliefors Significance Correction. This is a lower bound of the true significance.	

The data can be said to be normal if the significant value is greater than or equal to 0.05 then the data is normally distributed and vice versa. After the data is calculated by Kolmogorov Smirnov's Test of Normality using SPSS 26, it can be seen above that the significance value is 0.200. From the results of these calculations, it is said that the significant value is normally distributed because the significant value is > 0.05. Simple regression analysis is used to determine whether there is an effect between the independent variable (X) on the variable (Y). And to find out whether there is an influence between the lecture system from home or distance learning on reading interest, then

TABLE 5:

sCoefficients <sup>a</sup>							
Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	9,874	2,290		4,312	,000		
sistem kuliah dari rumah	,527	,044	,648 11	,862	,000	1,000	1,000

a. Dependent Variable: minat baca

It can be seen from the table above that the constant value is 9.874 while the reading interest coefficient is 0.527. So, a simple linear regression equation can be made with the formula.

$$Y = a + bx$$

$$Y = 9.874 + 0.527X$$

From the results of the linear regression above, it can be seen that for every increase in variable X, namely the lecture system from home or distance learning, 1%, the Y variable, namely reading interest, has increased by 0 times. In other words, the lecture system from home has an influence on students' reading interest. Hypothesis testing is carried out by t-test which aims to test the significant value of the influence between the independent variable (x) on the dependent variable (y) and to determine or reject a hypothesis, from the results of calculations in the table above, the t-count is 11.862 at the sig level. of 0.00.

Decision-making:

If  $t_{table} < \text{or } t\text{-count} > t_{table}$  or  $\text{sig} > 0.05$  (5%) then  $H_0$  is accepted and should be.

With a significance level of 5% ( $0.05/2 = 0.025$ ) and  $df = n - 2 = 196 - 2 = 194$

It is known that the t-count is 11.862 and the t-table is 1.972 so that the t-count  $>$  t-table is  $11.862 > 1.972$  and the significance value is  $< 0.05$ , namely  $0.00 < 0.05$ . Thus,  $H_0$  is rejected and  $H_a$  is accepted, so it can be concluded that there is an influence between the lecture system from home on the reading interest of Library Science students. To find out the results of the coefficient of determination, the study tested the results with the help of SPSS Version 26 as follows:

TABLE 6:

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
					R Square Change	F Change	df1	df2	Sig. Change	F
1	.648 a	.420	.417	4,861	.420	140,708	1	194	.000	1,420

a. Predictors: (Constant), sistem kuliah dari rumah  
 b. Dependent Variable: minat baca

Koefisien Determinasi

above, it is known that R is 0.648 and R<sup>2</sup> is 0.420, namely:

$$\begin{aligned}
 Kd &= R^2 \times 100\% \\
 &= 0.420 \times 100\% \\
 &= 42.0\%
 \end{aligned}$$

These results show that Kd is 42%, which means that the level of influence of the home tuition system on reading interest is 42% with the remaining 58% being other factors not included by the researcher, because it only focuses on knowing whether there is an impact on reading interest or not. Results of Data Analysis of the Impact of the Home Lecture System on the Reading Interest of Library Science Students at UIN Raden Fatah Palembang. From the results of the analysis that the researchers found,

the researchers can explain that there is an influence between the lecture system from home on students' reading interest, this shows that the home lecture system has an influence on students' reading interest, and from the results of the linear regression above that every increase in the variable X lecture system from home as much as 1%, the Y variable, namely reading interest has increased by 0.527 times. Then the results of the t-test test results are 11.862 and the t-table is 0.00 so that  $t\text{-count} > t\text{-table}$   $1.972 > 0.00$  and the significance  $< 0.05$  is  $0.00 < 0.05$  so that  $H_0$  is rejected and  $H_a$  accepted which suggests that there is an influence between the lecture system from home on interest in reading. The explanation above is evidenced by the distribution of questionnaires or questionnaires conducted by researchers to library science students for the 2017- 2019 class.

#### 4. Conclusion

Based on the formulation of the problem and also the results of the questionnaire and also the data that has been processed, the researchers can conclude that: The impact of the home lecture system on the reading interest of Library Science students, on the variable of the home lecture system or distance learning obtained a score of 3.69 which was categorized as high because it was in the interval value of 3.4 - 4.2. And researchers can conclude that, in the lecture system from home, it has fulfilled the elements written in the theory used in this study. Then for the variable of reading interest, it obtained a value of 3.54, categorized as high, because it was in the interval value of 3.4 - 4.2. So, it can be concluded that in the home lecture system there is an influence on students' reading interest as evidenced by the value obtained. In this study, the researcher hopes that in the future, students or readers of this thesis, who want to research under the same theme or title, are expected to include an interview system or change it in a different form of research, taking into account the application of different theories, in order to get more in-depth information directly.

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