Analysis of Determinants of Reading Interest among Sports Coaching Students in the Digital Transformation Era: A Quantitative Descriptive Study

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Article Info

Abstract

This study aims to investigate the reading preferences of students of Sports Coaching Education Study Program Batch 2023, Faculty of Sports Science, Universitas Negeri Semarang. Reading is an activity that is sometimes neglected in the era of technological advancement, despite the fact that reading is very important for the development of knowledge and critical thinking skills (literacy). This research uses a quantitative design, with a descriptive type of research design. The data collection method uses a survey in the form of a questionnaire made through google form. The sample of this research is the 2023 students of the Sports Coaching Education Study Program, Faculty of Sports Science, Semarang State University. The research results are detailed according to the components or indicators of the test instrument (can be in the form of numbers and %). It shows that various factors, including time management, access to reading materials, and academic environment, have an impact on students' reading interest. The conclusion of this study suggests that in order to enhance intellectual capacity and facilitate learning, students should build good reading habits.

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INTRODUCTION

A university is a higher education institution that offers various academic programs and research in various fields. The main mission of a university is to provide higher education for students at the undergraduate, master's, and doctoral levels (Simatupang & Yuhertiana, 2021). Universities also play a role in developing science through research activities and disseminating information through academic publications (Abad-Segura et al., 2020). In addition, universities are places that develop intellectual skills (Peng & Kievit, 2020) and students' understanding, helping them prepare for various careers and responsibilities in society (Budhi Pamungkas Gautama et al., 2020). Universities usually have departments or schools that specialize in various fields of study, such as social sciences, natural sciences, engineering, medicine, arts, and humanities. Universities are also centers of social and cultural activities (Zhang & Zhang, 2022). This creates an environment where new ideas emerge and encourages cultural exchange (Hilliker & Loranc, 2022) and knowledge among people from different backgrounds. Therefore, universities play an important role in developing and maintaining the intellectual and cultural life of society (Daumiller et al., 2021).

Campuses or universities play a major role as higher education environments that provide various facilities and resources to support the learning process of students (Yang & Cole, 2022). In addition to being useful for learning and teaching, campuses have many benefits or uses to support students in the process of developing their minds (Acheampong et al., 2020), or research activities such as: Academic Training: Instructors and lecturers give lectures related to learning, lead discussions, and assign tasks to improve understanding and skills. Library, Laboratories, and Research Facilities: The campus provides laboratory and research facilities to support the research activities of students and faculty members.

Reading is often overlooked amid rapid advances in technology and information. However, a limitless world opens up on every page, allowing each reader to explore emotions, knowledge, and experiences (Duke & Cartwright, 2021). Reading is an adventure that knows no boundaries of space and time (Bowers, 2020). When the eyes see the letters that form words, the mind is transported to faraway places, meeting characters never seen before and witnessing thrilling events. Books are mirrors that reflect life and windows that open doors to unknown worlds. Learning to think critically allows us to see problems from different perspectives. Reading is a way to delve into the layers of human thought and absorb the wisdom of the world (Veissière et al., 2020) and draw inspiration from those who came before them. In addition, reading opens the door to deep knowledge as information from various disciplines flows freely into the reader's mind, increasing intellectual capacity (Carretti et al., 2020).

Reading habits among students are not just a routine, but a decision to explore the world of knowledge, ideas, and new experiences that are limitless. Amidst the busyness of lectures, assignments, and social activities, reading becomes a habit that shapes character and enriches the academic journey (Latini et al., 2019). Students' reading habits also form a strong intellectual community (Townsend et al.,

2023). Students can inspire each other, support each other, and broaden their horizons by reading books. (Valenzuela & Castillo, 2023). However, the habit of reading requires good time management. Reading is an investment in their personal and professional development amid their busy academic lives (Chatzikyriakidou & McCartney, 2022). They realize that reading not only fills their free time, but also builds strong knowledge.

Campus is an environment that plays a very important role in shaping students' learning habits and literacy culture. In a dynamic campus environment, the cultivation of reading becomes the main foundation in shaping students who are knowledgeable and critical thinkers (Fahmi et al., 2019). Students are not only introduced to literature related to their courses, but are also encouraged to explore various genres and topics. Cultivating a reading habit is not a monotonous task, but a boundless adventure that opens a window to the world of knowledge (Azizi et al., 2022). Technology also helps improve reading skills (Al Falaq et al., 2021). E-book applications, literacy blogs, and other online platforms provide easier and faster access to various types of reading materials. No longer limited to printed books, reading materials can be tailored to the preferences and lifestyles of modern students.

Observe the activities carried out by students to foster their love of reading. Students on campus, especially during breaks or free time, still enjoy other activities. They spend a lot of time playing games, hanging out, and following developments on social media such as Instagram and others. Considering students' reading interest as a human resource expected to become the nation's future leaders, researchers are interested in finding out whether students' reading interest is high or low and what are the dominant factors influencing it. This is to help increase the reading interest of students majoring in Sports Science.

METHODS

This study utilised a quantitative methodology with a descriptive research design, intending to delineate and examine the aspects that affect students' reading interest in the academic environment. The quantitative descriptive method was used as it enables the researcher to acquire a comprehensive understanding of students' reading choices, behaviours, and attitudes using statistically analyzable numerical data. This research focuses on identifying patterns and trends associated with reading interest, rather than testing hypotheses or demonstrating causal correlations.

The process adhered to the normal research protocol, commencing with instrument creation, followed by validation, data collecting, and data analysis. The research was carried out from October to November 2024 at the Faculty of Sports Science, Semarang State University. The research population comprised students enrolled in the Sports Coaching Education Study Programme, cohort of 2023. Ethical issues were prioritised during the procedure, guaranteeing voluntary involvement, anonymity, and data confidentiality.

Participants

This study involved 134 undergraduate students from the Sports Coaching Education Study Programme at the Faculty of Sports Science, Semarang State University. The participants were 82 male and 52 female

students, aged 18 to 21 years. All participants were active students who satisfied the inclusion criteria and willingly engaged in the survey. The inclusion criteria encompassed students who (1) were officially enrolled in the 2023 cohort, (2) were actively participating in classes, and (3) were prepared to independently complete the online questionnaire. Before completing the questionnaire, participants were provided with an overview of the study's aims and a guarantee of confidentiality. Participation was optional, and no monetary or academic rewards were offered.

Sampling Procedures

Purposive sampling was used in this study, meaning that the sample was specifically chosen based on the goals of the study and the traits of the target population. The Google Forms questionnaire was disseminated by the researcher using online academic channels, such as class representatives and student group chats. A response rate of 89.3% was obtained from the 150 forms that were distributed; 134 valid replies were gathered and utilised for data analysis. Because the study sought to investigate reading interest within a particular educational setting rather than to generalise across other groups, the purposive sampling strategy was deemed appropriate.

Materials and Apparatus

The primary tool utilised in this study was a structured questionnaire, crafted by the investigator and modified from earlier research focusing on reading habits and literacy behaviours among university students. The survey included 20 statement items categorised into three primary indicators:
1. Time Management – the manner in which students distribute their

time for reading and academic pursuits.
2. Access to Reading Materials – the presence and ease of obtaining both print and digital reading resources.
3. Scholarly Context – the impact of campus resources, peer encouragement, and instructional methods on reading motivation.

Each item utilised a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The instrument was subjected to a reliability assessment through Cronbach's Alpha, resulting in a coefficient of **0.878**, signifying a strong degree of internal consistency. The validity test indicated that all items achieved r-values exceeding **0.195**, thereby confirming the validity and reliability of the questionnaire items for application in this study.

Data collection was conducted online using Google Forms, with responses automatically saved in a Google Sheet, ensuring efficient management and accuracy in coding.

Procedures

The data collection occurred over a two-week duration in October 2024. The researcher disseminated the Google Form link to students via online platforms and academic groups. Prior to completing the survey, participants reviewed an introductory page that outlined the study's purpose, guaranteed confidentiality, and informed them of their right to withdraw at any time. The questionnaire was completed by each participant in approximately 10 to 15 minutes. Upon submission, responses were systematically recorded, verified for completeness, and subsequently exported for statistical analysis.

During the data collection process, the researcher ensured voluntary participation and refrained from collecting identifying information (e.g., student ID, name) to preserve anonymity. The researcher confirmed that the study complied with ethical research principles, ensuring integrity and transparency in data handling.

Design or Data Analysis

This research employed a quantitative descriptive design, focusing on statistical summaries instead of hypothesis testing. Data were analysed utilising SPSS software (version 25) to compute descriptive statistics including frequencies, percentages, means, and standard deviations. Supplementary analyses, encompassing validity, reliability, and Pearson correlation assessments, were performed to evaluate the relationship between the indicated characteristics (time management, availability to reading resources, and academic environment) and students' reading interest. The findings were displayed in both tabular and narrative formats to elucidate the primary elements affecting reading behaviour.

RESULT

This study aims to investigate the reading preferences of students at Semarang State University's Faculty of Sports Science, with an emphasis on sports coaching education. A study involving 134 survey participants indicated that time management, academic environment, and access to reading materials are significant factors affecting students' interest in reading. All statement items regarding the tested variables were confirmed as valid according to the validity test results, with a calculated r value significantly exceeding the table r. The results indicate that the measurement of reading interest utilising the instrument applied in this study was effective.

Validity Test

Validity tests were employed to evaluate each variable utilised in this study. This study included 134 respondents, leading to a critical point with a significance level of **5%** $(r_{\frac{\alpha}{2};n-2} = r_{0.025;49})$ as much as **0.195**. If the computed r value exceeds the critical r value from the table, the statement item can be deemed valid.

Table 1. Output Validity Test

No	R-Count	R-Table	Description
1	0.453	0.195	Valid
2	0.454	0.195	Valid
3	0.465	0.195	Valid
4	0.355	0.195	Valid
5	0.478	0.195	Valid
6	0.341	0.195	Valid
7	0.297	0.195	Valid
8	0.327	0.195	Valid
9	0.588	0.195	Valid
10	0.684	0.195	Valid
11	0.701	0.195	Valid
12	0.701	0.195	Valid
13	0.569	0.195	Valid
14	0.73	0.195	Valid
15	0.529	0.195	Valid
16	0.708	0.195	Valid
17	0.717	0.195	Valid

Correlations

		X	Y
X	Pearson Correlation	1	.310**
	Sig. (1-tailed)		.000
	N	134	134
Y	Pearson Correlation	.310**	1
	Sig. (1-tailed)	.000	
	N	134	134

**. Correlation is significant at the 0.01 level (1-tailed).

18	0.62	0.195	Valid
19	0.632	0.195	Valid

The table above indicates that the correlation coefficient for all items within the variable exceeds the corresponding r value in the table. Therefore, it can be concluded that all items within the variable are genuine.

Reliability Test

To find out how consistent a construct or study variable is, one might utilise a reliability test. When Cronbach's alpha is more than 0.7, we say that the instrument is dependable.

Table 2. Output Reliability Test

Cronbach's Alpha
0.878

Cronbach's Alpha	Number of Items
0.878	19

The table above shows that the Cronbach's alpha values for the variables are **0.878**, respectively. The Cronbach's alpha obtained is greater than 0.7, so it

can be concluded that the instruments for all research variables are reliable.

Correlation Test

The strength and direction of a relationship between two variables can be found by conducting a correlation test. A p-value below 5% indicates a statistically significant association between the two variables.

Table 3. Output Correlation Test

Variables	r-value	Sig. (1-tailed)	N
X – Y	0.310	0.000	134

Reliability Statistics

Cronbach's Alpha	N of Items
.878	19

P-value for variable X is **0.000**, as seen in the table that is located above. As a result of the fact that this significance **value is lower than the 5%** significance level, it is possible to draw the conclusion that variable X has a meaningful association with parameter Y. The value of the Pearson correlation coefficient that was obtained is **0.310**, which means that it is possible to draw the conclusion that variable X has a weakly positive association with variable Y.

DISCUSSION

The results of this study show that time management, the availability of reading resources, and the academic

setting all have an impact on students' interest in reading. These findings can be evaluated using pertinent literacy and educational theories as well as earlier empirical research, especially in the context of sports coaching education, rather than just being descriptive results.

Theoretically, students' learning practices are greatly influenced by their ability to manage their time. Self-regulated learning theory states that children who have good time management skills are more likely to consistently participate in cognitively demanding activities like reading (Zimmerman, 2002). Students studying sports coaching frequently have demanding schedules that include contests, practical sessions, and physical training. As a result, opportunities for academic reading may be diminished by time constraints. This result is consistent with earlier studies that demonstrate a beneficial relationship between students' academic engagement and literacy development and efficient time management (Chatzikyriakidou & McCartney, 2022).

The availability of reading materials was identified as a significant factor influencing reading interest. This finding corroborates the theory of learning accessibility, highlighting that the availability of learning resources enhances motivation and frequency of learning(Latini et al., 2019). In the digital era, students increasingly prefer reading materials that are accessible via online platforms, e-books, and academic databases. Previous research indicates that digital access to reading materials improves reading engagement and fosters independent learning, especially among university students (Azizi et al., 2022). Access to sport-related scientific literature is crucial for sports coaching students to connect theoretical knowledge with practical application.

The academic environment significantly contributes to the development of reading interest. An academic environment that includes lecturer encouragement, peer interaction, and accessible academic facilities fosters a positive reading culture. This finding aligns with socio-constructivist theory, highlighting that learning is influenced by social interaction and environmental support. Research indicates that students exhibit increased motivation to read when they recognize reading as a valued pursuit in their academic environment (Townsend et al., 2023). In sports education environments, where practice-oriented learning predominates, enhancing an academic culture that prioritizes reading may contribute to a balance between physical training and intellectual growth.

The correlation analysis indicated a weak yet significant positive relationship between the influencing factors and students' reading interest. The modest correlation strength suggests that reading interest among sports coaching students is influenced by multiple factors rather than a single variable. This finding aligns with

previous research indicating that literacy behavior is influenced by personal, environmental, and institutional (Duke & Cartwright, 2021). Consequently, strategies designed to enhance reading interest must employ a holistic methodology.

The findings underscore the necessity of incorporating reading activities into coaching education curricula. Engaging with scientific literature can improve coaches' comprehension of training principles, athlete development, injury prevention, and performance analysis. Promoting reading habits among sports coaching students can foster the emergence of reflective practitioners who ground their coaching decisions in scientific evidence rather than relying exclusively on experience. Universities and faculties of sports science should develop learning strategies that enhance academic reading, including guided reading assignments, discussion-based learning, and improved access to sport-related journals and digital libraries.

This study underscores the significance of reading interest as a fundamental element of intellectual development in sports coaching education. Enhancing time management skills, increasing access to reading materials, and cultivating a supportive academic environment can enable higher education institutions to reinforce students' literacy culture and facilitate the development of proficient, informed future sports professionals.

CONCLUSION

According to the findings of this study, three major aspects influence students' reading interests in the Sports Coaching Education program: time management, access to reading resources, and the academic environment. These factors have a strong, if weak, positive link with reading desire, demonstrating that students' literacy behavior is influenced by a variety of personal and contextual factors.

The findings highlight the significance of fostering a supportive academic environment that promotes reading as part of students' intellectual growth in sports education. Strengthening time management skills, increasing access to relevant reading resources, and cultivating a positive academic culture are all critical strategies for increasing reading interest among sports coaching students.

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