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ASSESSMENT OF READING CAPABILITIES OF PEOPLE IN PEKANBARU CITY

Abstract: The American Library Association (ALA) defines a reading habit as the development of a strong desire to read throughout one's life. In Ary Oktarina, where reading activities are integrated into people's daily lives (Perpusnas, 2014), (2018: 24). Interest is a very consistent trend, and the person is interested in a certain topic or thing and is delighted to be involved in that field, according to Winkel in Prasetyono (2008: 51). According to the determination coefficient $R^2 = 0.685$ and adjusted R square of 0.681, this research model's accuracy can, to a degree, explain the effects of the independent variables, namely the reading environment, family environment, school environment, community environment, and personal activities, in a manner that accounts for 68.1% of those effects. The most important factor influencing a person's level of interest in reading is their reading environment, which includes the type of reading, the best time to read, the reading format, their preferred reading location, the subject they prefer to read about, how they acquire books, and the advantages of reading.

Key words: Reading Likeness Level, Reading Environment.

Language: English

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Introduction

The term "industrial revolution 4.0," sometimes known as "RI 4.0," is used to describe a radical shift based on cutting-edge technology. The advent of cyber-physical systems, the Internet of Things (IoT), big data, and numerous IT-based services are hallmarks of this revolution. Everyone needs to have sufficient reading abilities in order to be able to comprehend written information. It will be challenging for someone without good reading abilities to keep up with the advancement of science and technology. The Sitti Fauziah M Journal (2013:2) quotes Baradja (1990:105) as saying that reading is a highly important skill in today's society since it allows people to access information. Learning Indonesian includes reading. Four skills are involved in learning Indonesian: hearing, speaking, reading, and writing. The goals of learning Indonesian are centered on the four components of language proficiency. In other words, learning Indonesian strives to improve your

capacity to use Indonesian in reading, writing, speaking, and listening.

One of the principles of character education created in Indonesia is a love of reading. The phrases "like" and "read" are the inspiration for the character "Like to Read." Reading entails seeing and comprehending the contents of what is written, while according to the Big Indonesian Dictionary, like means like very lot. The American Library Association (ALA) defines the enjoyment of reading (reading habit) as the development of a strong desire to read throughout one's life. Interest is a propensity that is rather steady, and the subject is interested in a particular topic or thing and is delighted to be involved in that field, according to Winkel in Prasetyono (2008: 51). It usually sparks curiosity if there is a joyful sense in the heart. An optimistic outlook will help interest grow more effectively. Suyadi (2013:9) claims that having a passion for reading is a habit that develops policy for oneself without requiring that one set aside

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specific time to read books, journals, magazines, newspapers, and other types of information. Yaumi (2014: 60) claims that the habit of setting aside time to read numerous books that offer him insight is evidence of his love of reading making a policy for him as a result. Yaumi (2014: 60) claims that the habit of setting aside time to read numerous books that offer him insight is evidence of his love of reading. making a policy for him as a result. Yaumi (2014: 60) claims that the habit of setting aside time to read numerous books that offer him insight is evidence of his love of reading.

According to data from the National Statistics Center, 18.81% of people in Riau province, depending on male and female gender, aged 5 years and older read newspapers/magazines (print and electronic media) during the previous week in 2018. The fact that speaking culture predominates over reading culture among the people of Pekanbaru is one of the causes contributing to their low reading habits and preference. Additionally, there is a lack of adequate library empowerment in the community as well as an uneven distribution of library collections and reading spaces among different societal levels.

In this era of information globalization, reading is a vital requirement for behavior shaping. One can increase their knowledge and culture by reading. However, without a passion, readers will not be drawn in. Every person possesses a very crucial quality called passion. As a result, Pekanbaru City's residents' poor reading interest is a major issue that requires substantial preparation. As stated in the Pekanbaru City Medium Term Development Plan document for the years 2017–2022, the government of Pekanbaru City has decided that the Level of Interest in Reading is one of the development indicators from the human aspect. Considering the above background information.

Literature Review

A. Reading From the Perspective of Experts

Reading allows one to learn things that were before unknown. Reading instruction begins at a young age. Reading is a process that readers engage in and employ to understand messages that writers wish to transmit through the use of words and written language, according to Tarigan (2015: 7). Rahim (2008: 2) asserts that reading is fundamentally a complex activity that incorporates a variety of activities, including visual, cognitive, psycholinguistic, and metacognitive processes in addition to reciting text.

Shofaussamawati (2014: 53) argues that reading is crucial to a person's quality of life. Reading a book is a cognitive activity that involves absorbing information and developing analytical, synthesis, and evaluational skills.

Reading is a written language receptive skill. Separate from the development of listening and

speaking skills is the development of reading skills. Mulyati (2007: 112). (2007: 112). Recognizing letters and words, connecting them to their sounds and meanings, and drawing inferences about what is being read are all parts of the integrated activity of reading. Reading, according to Anderson in Ak gift (1991: 22–24), is a technique for deciphering the meaning of a piece of writing. Reading is a difficult skill that calls for the collaboration of several skills. A person must be able to apply his prior knowledge in order to read a text.

B. Types of Reading Activities

Different Reading Exercises According to Akprise (1991:29–31), there are numerous variations on reading activities, including the following:

a) Read silently

Silent reading is defined as reading without speaking or moving your lips.

b) Beautiful reading

Technical reading is, in essence, beautiful reading. But literary works like poetry are the ones being read. This exercise fosters greater appreciation. As a means of expressing their enjoyment of literary works, students are expected to be able to read.

c) Read language

Language rather than content is the focus of language reading exercises. Students so practice word meaning and usage in this activity based on the reading that has been provided.

d) Speed reading

Students are expected to be able to swiftly understand the reading's content through the use of speed reading exercises. This skill is crucial because writing is the primary means by which science and technological information is disseminated. Students must practice quickening their eye movements and enlarging their field of vision when reading in order to read at a speed that is appropriate. It is best to refrain from reading this passage word for word. This indicates that a pupil can read a few words just by looking at them.

e) Reading Library

Since this reading exercise is extracurricular, extracurricular, or even individual, it can be done at any time. In this situation, it's important to think about how to encourage children's interest in reading, both for leisure and for educational purposes. Directed literature reading exercises can significantly aid in fostering a reader's interest and comprehension skills.

C. A passion for reading

Fond refers to being really delighted. Regarding the Big Indonesian Dictionary, interest Interest is defined as "a liking (inclination) for something, a want" by Prasetyono (2008: 51). For something to be liked, something must be generated both internally and outside. This is a crucial foundation for success in

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the workplace since motivation and interest increase when a person is doing something they enjoy. Interest is a very enduring tendency, and the person feels delighted to be involved in a certain field or thing, according to Winkel in Prasetyono (2008: 51). It usually sparks interest if there is a pleasant sense in the heart. An optimistic outlook will help interest grow more effectively. Suyadi (2013:9) claims that having a passion for reading is a habit that develops policy for oneself without requiring that one set aside specific time to read books, journals, magazines, newspapers, and other types of information. Yaumi (2014: 60) claims that the habit of setting aside time to read numerous books that offer him insight is evidence of his love of reading. The researcher draws the conclusion that loving to read is a liking for reading and an inclination of the heart based on the aforementioned remark.

D. Factors affecting

Kids' interest in reading is influenced by a variety of variables. These elements may influence a child's interest in reading. Soeatminah in Meity H. Idris and Izul Ramdani (2015: 26–27) lists the following elements as those that affect children's interest in reading:

a. Internal Factors

1). Talent

A person's innate talent or ability is a genetic trait that parents pass on to their offspring. If both parents are avid readers, it's conceivable that their children will share this interest. If the child enjoys reading, it indicates that he already understands the value of reading books. Additionally, a child's interest in reading is influenced by his or her personality or abilities. If a child is already interested in reading, he or she will want to borrow or buy the book or reading that piques their interest.

2). Gender

Gender differences have an impact on reading interest as well. Men and women may have distinct hobbies and likes according to nature.

3). Level of education

Higher educated individuals will have a different interest in reading than less educated individuals. Different abilities and needs result in diverse hobbies.

4). Health State

A person's interest in reading will be influenced by his state of health. If someone (especially children) who has an interest in reading books, but he is in a state of unwell/ill, then his passion for reading will be disrupted and even interest in reading can be lost. Conversely, if the person or child is in good health then he is very excited to read.

5). State of the Soul

A person's psychological factors also affect his reading interest. If someone (especially children) who has an interest in reading is in a state of restlessness,

sadness, or confused thoughts, most people when in that state, their enthusiasm for reading will decrease or maybe disappear. It's different if he is in a happy or excited state, the person will be very excited to read.

6). Habit

Children who have a habit or hobby of reading certainly have an interest in books or reading, or conversely people who have a great interest in reading because they already have a habit and like to read. The intensity or amount of time needed by someone who likes to read and someone who doesn't like reading will be different. Children who like to read in one day will spend more time reading than children who do not like to read. The characteristics of children who like to read when there is free time will use their free time to read books or literature. In a school environment, children who like to read are different from children who do not have a high interest in reading, if there is free time the child will use his free time for other activities such as playing and so on.

b. External Factors

The diversity of types of books also affects reading interest. Children will feel more interested in reading if the reading has attractive pictures and colors. There are several types of reading books for children. For example, books related to lessons and non-learning books such as story books (fairy tales, fables), magazines and so on. A child will be interested in reading a reading or book if the reading or book attracts the child's attention, according to the child's needs and is beneficial to the child. If there is a book or reading that looks interesting but the contents of the book do not match the interests of the child's needs, of course the book does not or does not interest children in reading.

E. Inhibiting Factors

According to Shofaussamawati (2014:53-54) There are many factors that influence the high interest in reading in children, but there are also many factors that inhibit interest in reading in children. There are several factors that influence the low interest in reading in children:

➤ There is still low reading proficiency of students in schools. The results of research conducted by the Program Team of International Student Assessment (PISA) of the Ministry of National Education's Research and Development Agency show that the reading proficiency of 15-year-old children in Indonesia is very concerning. About 37.6 percent could only read without capturing the meaning and 24.8 percent could only associate the text they read with one knowledge of information.

➤ The learning system in Indonesia has not made children have to read books (the more the better), seek more information or knowledge than what is taught, appreciate scientific works, philosophy, literature, and so on.

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➤ Many types of entertainment, games (games) and television shows that distract children and adults from books. Based on the findings of a study, it shows that children's playing time in Indonesia is spent watching television programs. Compare that to the United States, the number of hours children play is between three and four hours per day. Even in Korea and Vietnam, children play only one hour a day. The rest of the time children spend studying or reading books, so it's no wonder the reading culture is getting higher.

➤ Lots of time-consuming entertainment such as recreational parks, karaoke places, malls, supermarkets, play stations. In Indonesia most of the time is spent watching soap operas, reading is still something that is exclusive. Therefore, there is no need to be surprised if the view in the mall is more crowded than the library. Music events are more popular than discussion events, book reviews or seminars.

➤ Factors related to the level of people's purchasing power is low. This is because people in general have low incomes. The poverty rate has indeed decreased but this reduction has not yet reflected the high interest in reading.

F. Indicator

According to (Sutarno, 2006: 107) To measure the level of people's reading habits, a measuring instrument is needed that can be used to measure the changes that occur. This measuring instrument is referred to as a reading indicator. In simple terms, an indicator can be interpreted as a guide that gives an indication of a situation and is a reflection of that situation. In other words, indicators are auxiliary variables in measuring change. These variables are mainly used when the changes to be assessed cannot be measured directly. A good indicator must meet several requirements, namely:

1. Valid (valid), the indicator must be able to measure something that will actually be measured by the indicator.
2. Objective, for the same thing, indicators must give the same results, even though they are used by different people and at different times.
3. Sensitive, small changes can be detected by the indicator.
4. Specifically, indicators only measure changes in the situation in question. However, it should be realized that there is no standard measure that can really measure the level of people's reading habits.

Indicators can be singular (single indicator), which consists of one indicator, and plural (composite indicators), which are a combination of several indicators. According to the type, indicators can be grouped into 3 (three) groups of indicators, namely:

1. Input indicators, related to supporting the implementation of the program and also determine the

success of the program, such as: the ratio of collections to users.

2. Process indicators describe how the development process is running, such as the average number of library visits.

3. Output/Outcome indicators, which describe how the results (output) of an activity program have been running.

Based on the concept of indicators above, the indicators to measure the level of interest in reading are:

1. Reading Duration

According to the Big Indonesian Dictionary (KBBI) duration is the span of time or the length of time something or an event takes place. The use of the word duration has been widely used in our daily lives, where this word is not a foreign term for most of the general public. Duration is a word that is usually synonymous with the timing of an event or activity. Duration in this research is a person's length of time in reading.

2. Reading Frequency

The frequency of reading books is how often the subject reads books. According to Farida Rahim, (2008: 2) states that one of the characteristics of people who have a strong interest in reading is always trying to get reading material.

3. Number of Books Read

Is the number of books read and completed per three months, this is needed to find out the number of books read.

G. Hypothesis

There are nine hypotheses in this study, namely as follows:

H1: Is the older a person's age the shorter the duration of reading;

H2: Is the older a person's age the lower the frequency of reading;

H3: Is the older a person's age the smaller the sacrifice to provide Reading Materials

H4: Is the higher the education level of a person the longer the duration of reading

H5: Is the higher a person's level of education the higher the frequency of reading;

H6: Is the higher a person's level of education the greater the sacrifice to provide reading material;

H7: Is the higher the level of one's income the longer the duration of reading;

H8: Is the higher a person's income level the higher the frequency of reading;

H9: Is the higher the level of one's income the greater the sacrifice to provide reading material

Research Methods

The research method is a set of rules, activities, and procedures used by researchers. The method is also a theoretical analysis of a way or method. Research is a systematic investigation to increase

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some knowledge, it is also a systematic and organized effort to investigate certain problems that require answers. The nature of research can be understood by studying the various aspects that encourage research to conduct research.

In the analysis of the level of interest in reading the people of Pekanbaru City uses a quantitative descriptive research method, namely data obtained from a sample of the research population using a closed questionnaire is analyzed according to the statistical method used and then interpreted.

Data Types and Sources

The data used in this study are:

1. Primary data, is data taken directly from the object of research, the method used to obtain primary data is by distributing questionnaires.
2. Secondary data, namely data collected by the author from the documents in the agency. This data is in the form of an overview of the institution, for example the history of its establishment, organizational structure, job descriptions and responsibilities.

Population and Sample

According to Sugiyono (2017: 80), the definition of population is as follows:

"Population is a generalized area consisting of; objects/subjects that have certain qualities and characteristics set by researchers to be studied and then drawn conclusions". According to Arikunto Suharsimi (1998:117) The population is the entire object of research. If someone wants to examine an element that exists in the research area, then the research is a population study. According to Hartono (2011:46) Populations with certain characteristics are finite and some are infinite. Research can only be conducted on a limited population.

According to Husaini Usman (2006: 181) Population is all values both calculation and measurement results, both qualitative and quantitative from certain characteristics regarding groups of objects that are complete and clear. The population in the Reading Interest Level Analysis Research is the entire population of Pekanbaru City in 2022, namely the age range of 10-59 years

According to Sugiyono (2017: 81), the sample is as follows: "The sample is part of the number and characteristics possessed by the population. If the population is large, and it is impossible for researchers to study everything in the population, for example due to limited funds, manpower and time, then researchers can use samples taken from that population. According to Roni Andespa (2014: 134) the sample is obtained using the slovin formula cited by namely:

N formula

$$n = \frac{N e^2}{1 + N e^2}$$

$$1 + N e^2$$

Where :

n = sample size

N = population size

e = percent slack due to sampling error

which is still tolerable or desirable with a 5% error limit.

Then sample size:

$$n = \frac{809043}{1 + 809,043(0.05)^2}$$

$$= \frac{809043}{1 + 2023,61 \cdot 0,025261}$$

$$= \frac{809043}{1 + 2023,61 \cdot 0,025261}$$

$$= \frac{809043}{1 + 51,117}$$

$$= \frac{809043}{52,117}$$

$$= 15523,37$$

$$= 399.79$$

$$= 400 \text{ respondents}$$

According to Roni Andespa, 2012: 140). The sampling technique was carried out by convenience sampling, namely the technique of determining the sample based on coincidence, members of the population who were met by the researcher and who were willing to be respondents were used as a sample.

Data analysis

Data analysis was carried out using the Partial Least Square (PLS) method using SmartPLS version 3 software. PLS is a method of solving Structural Equation Modeling (SEM) which in this case has advantages compared to other SEM techniques. SEM has a higher degree of flexibility in research that links theory and data, and is capable of carrying out path analysis with latent variables, so it is often used by researchers who focus on social sciences. Partial Least Square (PLS) is a fairly strong analytical method because it is not based on many assumptions. The data also does not have to be normally distributed multivariate (indicators with category, ordinal, interval to ratio scales can be used in the same model), the sample does not have to be large (Gozali, 2012).

Partial Least Square (PLS) besides being able to confirm the theory, but also to explain whether or not there is a relationship between latent variables. Besides PLS being used in research based on predictions, PLS is also suitable for analyzing data. PLS can also be used to explain whether there is a relationship between latent variables. This analytical method is also capable of analyzing constructs formed by reflexive and formative indicators. This cannot be done by other covariance-based SEMs because it will be an unidentified model. The choice of the Partial Least Square (PLS) method is based on the consideration that in this study there are 4 latent variables formed by reflexive indicators and the variables are measured by a reflexive second order factor approach. Reflexive models assume that constructs or latent variables affect indicators,

The approach to analyzing the second order factor is to use a repeated indicators approach or also known as a hierarchical component model. Although

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this approach repeats a number of manifest or indicator variables, this approach has the advantage because this model can be estimated using the standard PLS algorithm (Ghozali, 2012).

Testing of the inner model or structural model is carried out to see the relationship between the constructs, the significance value and the R-square of the research model. The structural model is evaluated using the R-square for the t-test dependent construct and the significance of the structural path parameter coefficients

Research Results And Discussion
Testerian Structural Model (Inner models)

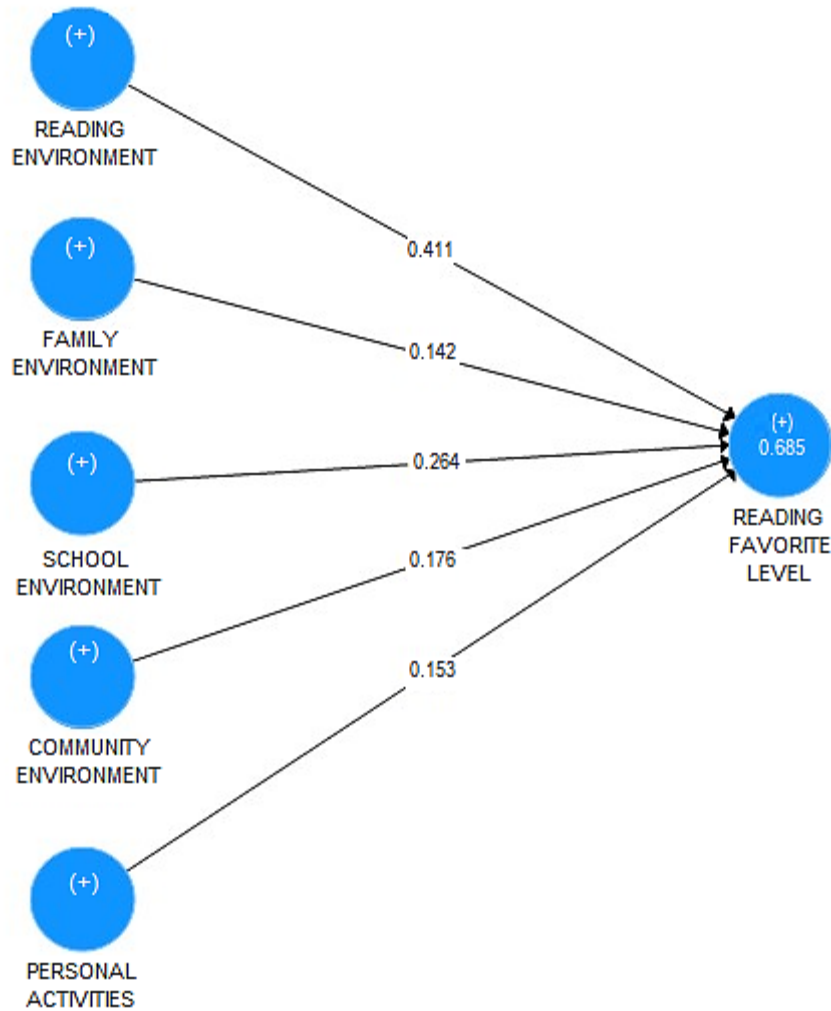


Figure 1 - Model Analysis

Source: Processed Data, 2022

Inne The relationship between constructs, significance value, and R-square value is displayed by the r model.

2. Coefficient of Determination

Berrieskut is a calculation table for R-Square results:

Table 1. Coefficient of Determination of R Square

	R Square	R Square Adjusted
READING FAVORITE LEVEL	0.685	0.681

Source: Processed Data, 2022

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To evaluate the PLS model, start by examining the R Square of each variable. To determine if an independent variable has a meaningful impact on the dependent variable, the change in the R square value, a goodness-of-fit model test, is used. The better and more appropriate the model is for testing hypotheses, the closer to 1 the R square value is. According to the adjusted R square of 0.681 and the coefficient of determination $R^2 = 0.685$, this research model's accuracy or precision can account for 68.1% of the influence of the independent variables, which include the reading environment, family environment, school environment, community environment, and personal activities.

To ascertain the relationship between the latent variables created for this investigation, the structural relationship model was tested. By examining the estimated value of the path coefficient and the critical point value (t-statistic), which is significant at p-value 0.05, one can do structural model and hypothesis testing from the PLS output. The output of the PLS model shows the outcomes of the in-depth data analysis. The following table displays the full findings of the direct effect test:

3. Path Coefficients

Table 2. Path Coefficients

	Original Sample (O)	Sample Means (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
PERSONAL ACTIVITIES -> READING FAVORITE LEVEL	0.153	0.153	0.039	3,905	0.000
FAMILY ENVIRONMENT -> READING FAVORITE LEVEL	0.142	0.141	0.034	4.135	0.000
COMMUNITY ENVIRONMENT -> READING FAITH LEVEL	0.176	0.179	0.032	5,568	0.000
READING ENVIRONMENT -> READING FAVORITE LEVEL	0.411	0.408	0.042	9,895	0.000
SCHOOL ENVIRONMENT -> READING FAITH LEVEL	0.264	0.267	0.043	6.172	0.000

Source: Processed Data, 2022

The direct effect test can be explained as follows using the table above as support:

1. The level of reading interest is significantly and favorably impacted by the reading environment. The estimated t value of 9.895 and the p-value of 0.000 0.05 serve as proof of this. The coefficient has a positive value of 0.411, indicating a favorable relationship between the reading environment and reading interest.
2. The level of reading interest is significantly and favorably impacted by family environment elements. The estimated t value of 4.135 and the p-value of 0.000 0.05 serve as proof of this. The coefficient has a positive value of 0.142, indicating that the level is positively influenced by the family environment.
3. The level of reading interest is significantly and favorably impacted by school ambient elements. The estimated t value of 6.172 and the p-value of 0.000 0.05 serve as proof of this. The correlation has a positive value of 0.264, indicating that the learning environment at school influences students' interest in reading.
4. The level of interest is significantly and favorably impacted by local environmental conditions. The t-value of 5.568 and the p-value of 0.000 0.05 serve as proof of this. The

coefficient has a positive value of 0.176, indicating a positive relationship between reading interest and the local environment.

5. The level of interest is significantly and favorably impacted by aspects related to personal activity. The t-value of 3.905 and the p-value of 0.000 0.05 serve as proof of this. The coefficient has a positive value of 0.153, indicating that the level of reading interest is positively impacted by personal activities.
6. The reading environment is the most important element affecting a person's level of interest, indicating that environmental factors have a significant impact on a person's level of interest in reading.

Discussion

It is impossible to divorce Pekanbaru City from the regional and international system. Pekanbaru City serves a crucial purpose in the growth of Riau in addition to being the provincial capital of that region. As a result, there will be a favorable correlation between Pekanbaru City's difficulties and those of Riau's overall development.

The real-world circumstances of the residents of Pekanbaru City, Riau Province, and the difficulties facing the country cannot be isolated from educational

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growth. The national library system and the national education system are functionally linked, notably in terms of the organization of national education as acculturation and empowerment, including lifelong learning.

This suggests that the national education system and library system work together to realize an enlightened nation's existence as a necessary component of the development of a noble national character and culture. Article 22 paragraph 2 of Law Number 43 of 2007 Concerning Libraries confirms this. This article claims that regional public libraries are maintained by the provincial government and district/city government, whose collections help preserve each region's unique cultural goods and encourage the development of a community that values lifelong learning.

Based on this, district/city regional libraries ought to be able to assist in fostering an informed and independent lifelong learning community through their collection services, if not really take part in it. Both library collections and collections served by mobile library services are kept in the library. In order to accomplish this, each district/city library should be able to finish the number and variety of collections by the anticipated number of residents.

Library Collection Standards are defined as library national standards relating to the minimum criteria for the type of library collection, number of collections, collection development, collection processing, and collection maintenance and preservation in the Regulation of the Head of the National Library of the Republic of Indonesia Number 8 of 2017 concerning National Standards for District/City Libraries. It is said that each public library and special library has a collection of at least 1000 titles, and that the sorts of public library collections include at least fiction, non-fiction, references, periodicals, maps, props, local content, and game tools. 2019 saw 39,892 book titles and 8,267 accessible digital book titles in public library collections.

For the holdings of public libraries, there must be a sufficient ratio of collections to users. The growth of a reading habit, which is fueled by the accessibility of good, interesting, and relevant reading material, is what leads to the formation of a reading culture. This is a clear plan for encouraging a passion for reading and a reading habit.

It is implied in the formulation of this concept that a passion of reading must be fostered from an early age (childhood). Beginning with an introduction to the many types of letters and numbers in preschool education, this can lead to a firm grasp of reading, writing, and counting by the start of the school year in elementary schools. A desire for reading that manifests itself at a young age and occurs frequently will turn into a reading routine.

As a result, reading habits can encourage the development of a reading culture. A child's great curiosity might therefore be piqued by the availability of interesting reading material, both for reading to children and for reading alone. Fostering the development of reading habits and culture depends on several number of factors, such as:

1. Availability of adequate reading materials, especially books and digital reading materials
2. Varied and easy to find reading material
3. Can fulfill the wishes of its readers

It is the collective responsibility of libraries, teachers, parents, and the community to promote children's love of reading. However, due to the workload they bear, librarians and teachers also bear direct responsibility for fostering a love of reading. Children should be provided stimulants to boost their passion for the order to boost their passion for reading so that it comes naturally to the students. It will be ineffective to try to make reading more enjoyable by making kids read as many books as they can.

Similarly, it is wrong to have kids buy books. To encourage the joy of reading in educational institutions, good facilities are required, including room amenities, complete library collections, and digital libraries.

The fact that school activities and lectures moved from being conducted offline to being conducted online has resulted in changes in habits and learning patterns that are now face-to-face. Of course, this has become a new habit for students and students, and parents have taken on the role of teachers at home, explaining the material that is being taught by the teacher via a website.

Conclusion And Suggestion

Conclusion

Based on the results of the research and discussion used by the hypotheses. The results of the analysis can be conveyed as follows:

1. Based on the value of the coefficient of determination $R^2 = 0.685$ and adjusted R square of 0.681, it means that the accuracy or precision of this research model can explain the influence of the independent variables, namely the reading environment, family environment, school environment, community environment and personal activities of 68.1%.
2. The environment in which a person reads greatly influences the greatest influence on their level of interest. This means that environmental factors such as the type of reading, the best time to read, the format of reading, favorite reading locations, reading topics, how to obtain reading materials, and the advantages of reading all have an impact on how interested a person is in reading.

Suggestion

Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIIHQ (Russia) = 3.939
ESJI (KZ) = 8.771
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

From the conclusions above, the suggestions that are expected to be able to increase the love of reading for the people of Pekanbaru City are:

1. By giving awards to sub-districts that support the Pekanbaru City Library and Archive Service Program, of course, this will increase the attention of sub-districts and sub-districts in supporting the Love of Reading Program.
2. Socialization efforts to increase the public's reading interest must be carried out with a more effective program evaluation
3. Holding events in the library, such as holding

4. Book Reviews, Scientific Work Contests, Writers' Training, Reading Mother's and Librarians' Training
4. Integration of Collaboration and Data Between Agencies and Institutions This is a collaborative collaboration in building a passion for reading among the people in Pekanbaru City.
5. Conduct Routine Visits to several schools and public libraries.
6. Socialization Regarding the Pekanbaru Application and the latest digital books.

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