

Effectiveness of POLIPD Tele-Library in Terms of Accessibility and Enhancing Reading Interest among Students of Politeknik Port Dickson, Negeri Sembilan

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Abstract

Mobile Technology 4.0 has opened new dimensions for the library world, transitioning from manual systems to mobile reading, enabling users to read anywhere and anytime virtually. The Tele-Library PoliPD Telegram channel is an initiative by Politeknik Port Dickson's library, encompassing all information related to the library, including collections, services, and digital materials such as academic books, storybooks, and magazines. This initiative aims to attract users to explore the library in the virtual space, enriching reference materials beyond reliance on traditional reading materials. It is also an efficient and user-friendly application, ensuring the library's web platform is managed, assessed, stored, and administered more efficiently, effectively, and systematically online. A study was conducted to evaluate the effectiveness of this system and examine the impact of using the Tele-Library PoliPD on increasing knowledge and reading interest among JKE PPD students. Using the Technology Acceptance Model (TAM), a questionnaire was distributed to all students (130 respondents) to evaluate the acceptance of the Tele-Library PoliPD among students. Data were analysed descriptively and inferentially using the Statistical Packages for Social Sciences version 20.0 (SPSS), and the research findings are reported in terms of mean, standard deviation, percentage, and Pearson correlation tests. The study found that the user impact score was 4.27 (high), and for the question related to increasing reading interest, the score was high at 4.31. In terms of the relationship, a strong correlation (correlation 0.886) was found between facilitating learning and increasing reading interest. The results suggest that the Tele-Library PoliPD positively affects users, enhancing students' learning experiences and reading interest.

Keywords: Telegram Application, Library Website, Digital Materials, Facilitating Learning, Increasing Interest.

1.0 Introduction

In the era of globalisation, education is a central focus across society, where reading plays a crucial role in knowledge acquisition and cultivating a strong cultural foundation. Despite efforts like establishing public libraries nationwide and launching Malaysia's National Reading Campaign, public awareness of reading remains a challenge. According to a 2023 survey by the National Library of Malaysia (PNM), Malaysians read an average of 20 books per year, up from 15 in 2014. However, this figure lags behind that of developed nations. Some perceive reading as a leisure activity rather than a priority, citing the costs and effort associated with physical books. However, advancements in ICT have transformed access to reading materials, making e-books more accessible through digital platforms. This convenience boosts

interest in reading and speeds up information retrieval, which is crucial for students engaged in daily coursework and research (Rojeski, 2012; Velde & Ernst, 2009).

Libraries, as pivotal information hubs, are adapting to rapid ICT advancements by digitising their systems, facilitating easy access and utilising electronic media such as e-books. Among social media platforms, Telegram stands out for its swift data exchange and large user base, making it an effective tool for library e-book services. By utilising Telegram, librarians can engage users more effectively, enhancing communication and information dissemination. This innovative approach empowers librarians to play an active role in enhancing social media applications for e-book services, utilising pervasive internet access and dynamic information flow to manage and distribute e-library collections efficiently across platforms like Facebook, Instagram, WhatsApp, and Telegram, although their full potential remains untapped.

Furthermore, a specific study focuses on the impact of Tele-Library PoliPD on students at Politeknik Port Dickson, Negeri Sembilan. This study assesses how Tele-Library PoliPD affects ease of reference and reading, its influence on students' reading interest, and the relationship between using Tele-Library PoliPD for reading and reference facilitation and enhancing students' reading engagement.

2.0 Literature Review

Reading is also an understanding of words involving an individual's thinking process (Karadeniz & Can, 2015). It has a significant and essential impact on life, especially in education. In this era of globalisation, reading is not limited to physical materials but also involves online mediums. The younger generation particularly favours online reading materials. Students, in particular, use technology and the internet to discuss, share, and obtain information more quickly (Tanjung, Ridwan & Gulston, 2017). Digital reading has increased, shifting from 5.4 million to 5.7 million users. The increased use of technology and the Fourth Industrial Revolution has made the younger generation focus more on online reading materials that are fast and time-saving (Berita Harian, April 2018).

Past researchers have conducted several studies on reading attitudes. According to Annamalai and Muniandy (2013), reading attitudes refer to an individual's feelings or perceptions about reading. A survey by Affidah Morni and Siti Huzaimah Sahari (2013) regarding the reading attitudes of students at UiTM Sarawak found that the majority of students enjoyed reading activities (80.6%) and considered reading as a hobby (68%). Moreover, 38.8% of respondents agreed that they were active readers.

Akpokodje and Ukwuoma (2016) investigated the impact of e-books on motivating reading among students at the University of Nigeria. The study found that students at the University of Nigeria and the University of Jos knew e-books and could access them through Google Books. Students were highly motivated to use e-books because it saved time, facilitated searching for

needed books, improved their reading habits, allowed comfortable reading at home, and increased the number of books read.

Additionally, according to Fatma et al. (2014), the reading attitudes of teacher candidates at two universities, Dokuz Eylul University (DEU) and Pamukkale University (PAU) in Turkey, differed significantly. DEU students had a more positive attitude toward reading due to cultural and artistic activities, many libraries, book exhibitions, and the university's factors. This finding shows that the environment plays a crucial role in shaping reading attitudes, supported by Partin (2002), who found that positive reading attitudes were related to parental involvement in reading activities, the number of books at home, and external factors such as library use and having friends interested in reading.

The use of e-books should be viewed from two aspects, according to Schilit (1999): passive and active readers. Passive readers involve casual reading, such as fiction books, novels, comics, magazines, emails, and newsgroups. Active reading involves critical thinking, such as learning and decision-making, including reader engagement during reading, such as note-taking and highlighting essential facts. Zawiyah Baba (2008) further emphasised that users read for various purposes, such as academic study, leisure, entertainment, information retrieval, or knowledge enhancement.

According to Masitah Mohd Ali, Siti Noryanie Yusoff, and Ainoor Mahfuzah Ahmad's study conducted in 2023, students tend to demonstrate increased positivity and attain a more precise understanding after engaging with the E-book. Osman, Shahudin, and Rusman (2023) found that the designed and developed M-Learning LDD Application Development For Database Design Course applications are successfully produced. Through this application, students who study the Database Design course can learn, understand, and test their level of understanding through the quiz provided in the m-learning LDD application.

3.0 Methodology

The development of the TAM concept is used to predict an individual's attitude and acceptance of technology and can provide fundamental information about the factors that drive the individual's attitude (Rose, 2006). TAM formulates that an individual's intention to use a system or technology is determined by two factors, namely perceived usefulness, which is the level of belief that the use of technology will enhance performance, and perceived ease of use, which is the level of belief that the use of technology makes it easier to complete tasks (Venkatesh & Davis, 2000).

Therefore, the TAM theoretical framework is suitable for use in this study. As shown in Figure 1, the TAM model related to the use of the Mini Library JKE contains four components: the impact of use on knowledge, facilitation, increasing interest in use, and the feasibility of using the Tele-Library PoliPD Website at PoliPd. All the components in this TAM model are consistent with the study of the impact of using the Tele-Library PoliPD Website on knowledge, where this study uses information technology as the basis of

learning. This survey involves 130 respondents from Politeknik Port Dickson, Negeri Sembilan, who use the Mini Library JKE.

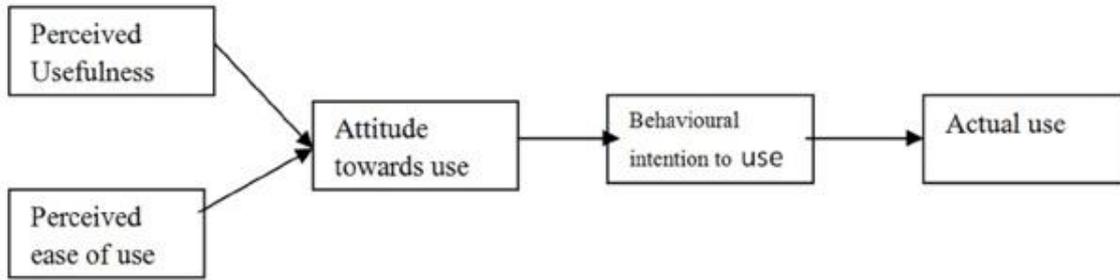


Figure 1: TAM model used to analyse the use of technology

Table 1: Scores for Likert Scale Items

Level of Agreement	Scale
Strongly Disagree	1
Disagree	2
Undecided	3
Agree	4
Strongly Agree	5

(Source: Mohd Majid, 2004)

Data analysis was conducted using the Statistical Package for the Social Sciences (SPSS) version 20.0. Descriptive analysis included methods for organising, presenting, and explaining data using tables and measures such as frequency, percentages, and mean values.

Table 2: Scoring and Level of Factors

Level	Score
Low Level	1.00 to 2.33
Moderate Level	2.34 to 3.67
High Level	3.68 to 5.00

Source: Zuraidah Abdullah, 2010

The data analysis technique was used to determine the relationship between the level of facilitating reading and increasing students' reading interest. Table 3 shows the interpretation of Pearson correlation coefficient values.

Table 3: Interpretation of Pearson correlation coefficient values

Interval coefficient	Relationship level
0.80-1.000	Very strong
0.60 – 0.799	Strong
0.40 – 0.599	Moderate
0.20-0.399	Weak
0.00-0.199	Very weak

4.0 Results and Discussion

4.1 Research Findings

4.1.1 Demographic Analysis

Table 4: Respondents' Demographic Characteristics

Demographic Characteristics	Frequency	Percentage (%)
Age		
18 – 20 Years	110	93.75
21 – 25 Years	20	6.25
Semester of Study		
Semester 1	32	24.6
Semester 2	25	19.23
Semester 3	27	20.77
Semester 4	20	15.38
Semester 5	26	20

4.1.2 Research Questions 1

How does using the Tele-Library PoliPD Page affect the ease of making references and reading books?

Table 5: The impact of using the Tele-Library PoliPD Page in facilitating reading and references.

Item	Statement	Min	Standard Deviation	Interpretation
1	I find the Telegram Application for the PoliPD Tele-Library easy to use without the need for written guidance	4.35	0.671	High
2	Reading books using the Telegram Application for the PoliPD Tele-Library is easy for me	4.35	0.587	High
3	The Telegram Application for the PoliPD Tele-Library functions well and stably without any errors	4.15	0.587	High
4	I find it easy to use the Telegram Application for the PoliPD Tele-Library system to access reference materials and readings in the library	4.35	0.490	High
5	The Telegram Application system for the PoliPD Tele-Library is not rigid and is flexible for use	4.05	0.510	High
6	The Telegram Application for the PoliPD Tele-Library can be used anywhere and anytime	4.35	0.490	High
7	I find that not much effort is needed to become proficient in using the PoliPD Tele-Library	4.15	0.366	High

Item	Statement	Min	Standard Deviation	Interpretation
	Application system			
8	The Telegram Application for PoliPD Library Tele-Library has all the features I expected	3.37	0.470	High
9	The Telegram Application for PoliPD Library Tele-Library helps me complete assignments easily	3.87	0.490	High
10	Overall, I am satisfied with the PoliPD Tele-Library Application	4.67	0.366	High
Overall		4.27	0.375	High

4.1.3 Research Questions 2

How does using the PoliPD Tele-Library Telegram Channel impact students' reading interests?

Table 6: Impact of using PoliPD Tele-Library Telegram Channel on students' reading interest.

Item	Statement	Min	Standard Deviation	Interpretation
10	During learning activities, I utilised the materials provided using the PoliPD Tele-Library Telegram Channel system to access learning information (reference books, exercises, and notes).	4.20	0.523	High
11	The way of reading books using the PoliPD Tele-Library Telegram Channel system is interesting	4.40	0.503	High
12	I am interested in and enjoy using the PoliPD Tele-Library Telegram Channel system to access reference materials/reading	4.30	0.470	High

4.1.4 Research Questions 3

Is there a significant relationship between the PoliPD Tele-Library Channel facilitating reading and increasing students' reading interest?

A hypothesis was formulated to examine the relationship between specific variables in this study. To determine whether this hypothesis is accepted or rejected, the Pearson correlation analysis method was employed to achieve this objective. The significance level used is $\alpha = 0.05$. Hypothesis 1: There is no significant relationship between the PoliPD Tele-Library Channel facilitating reading and increasing students' reading interest

Table 7: Analysis of the relationship between facilitating reading and increasing students' reading interest

Facilitating Reading	Significance	Pearson, R	
Reading Interest	0.01	0.886	High, Strong

* Significance level of 0.05

Table 7 shows the results of the correlation analysis between facilitating reading and increasing students' reading interest. From the Pearson correlation analysis, the obtained 'p' value is 0.01, while the set significance level is 0.886. Therefore, since the 'p' value is less than 0.05, the null hypothesis is rejected, indicating a significant relationship between facilitating reading and increasing students' reading interest. This means that using the PoliPD Tele-Library Channel has increased the reading interest among students at Politeknik Port Dickson because the system is easy to use. A high Pearson correlation value of 0.886 indicates a strong relationship between the level of facilitating reading and increasing students' reading interest. The ease of reading provided by the PoliPD Tele-Library Channel enhances students' interest in reading.

4.2 Discussion

4.1.1 Impact on Facilitating Reading and Making References

Overall, the study findings indicate that facilitating reading and making references can be interpreted at a high level, where the total minimum score recorded is 4.27, surpassing the threshold of 3.67 (High Level). Analysis of all eleven items shows minimum scores ranging from 4.05 (high) to 4.35 (high). This indicates that the PoliPD Tele-Library Channel has facilitated reading books and made it easier for students to make references. Moreover, all students enjoy using the PoliPD Tele-Library Channel because it is easy to use, functions well makes it easy to access reference materials and makes the system flexible. It is user-friendly, not complicated, and requires minimal effort to become proficient in using the system

4.1.2 Impact on Students' Reading Interest

The findings from the seven items assessing interest show that the minimum recorded score is 4.31, indicating a high level of interest. Analysis of all items studied reveals minimum scores ranging from 4.20 (high) to 4.40 (high). The findings prove that the Mini Library JKE has increased students' reading interest. This is based on their agreement with statements that the reading method using the Telegram Application is engaging, enjoyable, and can be used to assist learning. They also feel the system is sound and hope it is used in their classroom learning and teaching. Most of them often recommend the PoliPD Tele-Library Channel to their friends.

5.0 Conclusion

The study's main objective is to identify the users' attitudes towards the PoliPD Tele-Library Channel regarding ease of reference, book reading, and enhancing reading interest among students. Observations and brief interviews indicate that the respondents primarily comprise Telegram Application users. Most are familiar with the technology but have never used

it in a library context. Most of them only visited the library before to complete academic assignments given by lecturers, aligning with the library's function as a reference place for students. Besides serving as a reference place, many respondents are less aware that the Polytechnic library also provides various reading materials such as novels, magazines, newspapers, journals, general knowledge books, and more. This contributes to students rarely visiting the library for purposes other than those mentioned above.

Using the PoliPD Tele-Library Channel, which is mobile-friendly and more flexible, can be a better addition and add value to the existing conventional book reading process. The PoliPD Tele-Library Channel is user-friendly, easy to develop and use, and applicable for various purposes in the library.

The findings of this study also indicate that technology that facilitates can influence students' interest in doing something. This result may be due to the involvement of Generation Y as the study sample, as Generation Y is more exposed to the latest technology. It also reflects the indirect impact of the Malaysian government's policy encouraging the use of technology in education.

The proliferation of technology in the current market also affects the ease and interest in technology-based learning due to the ease of obtaining tools that support the implementation of the technology itself. Coupled with its affordability for most of the Malaysian population, economic factors also influence using a particular technology (Krugman, 2000). The researcher found that the widespread use of the Telegram Application today is one of the reasons why learning using the Telegram Application platform is widely accepted and effective. This easy and effective approach is also supported by many researchers, including Rouillard (2008) and Narang (2011).

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Author Contributions

Thiruchelve, R.: Involved in conceptualisation, methodology development, software implementation, as well as writing, reviewing, and editing of the project; **Norlie Yuzzana, I.:** Undertook tasks related to data curation, validation, and supervision; **Zulkurnain, H.:** Contributed to software development, validation, and editing processes

Conflicts Of Interest

The manuscript has not been previously published elsewhere and is not currently being considered by any other journals. All authors have reviewed and approved the manuscript for submission. Furthermore, they declare no conflicts of interest related to the manuscript's content.

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