# The Identity-Based Habits Laws to Analyze the Students' Reading Habits at Muhammadiyah University of Makassar

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**Abstract**

This research aimed to analyze the students' reading habits through The Identity-Based Habits Laws at Universitas Muhammadiyah Makassar. The data were collected at Universitas Muhammadiyah Makassar. This research used a descriptive qualitative method, and the instruments used an interview. The findings of this research show that students have diverse reading habits, preferences, and time spent. They prefer apps, textbooks, and various genres. Distractions like cellphone interference and notifications can hinder reading experiences. Consistent reading habits, schedules, and discipline were essential. The result of the interview of this research showed that The Identity-Based Habits Laws at Universitas Muhammadiyah Makassar outlines four key habits to improve students' reading habits: making reading obvious, making reading attractive, making reading easy, and making reading satisfying. These habits involve reducing distractions, engaging in conversations with friends, setting simple goals, and finding books that help overcome life's challenges, focusing on genres like novels, fiction, fantasy, action, crime, dark romance, and self-development.

**Keywords**: *The Identity-Based Habits Laws; Reading Habits; The Students*

**Introduction**

Research from Poedjiastutie in the International Journal of English Language and Literature as cited in Ningrum (2023) expressed that from a socio-cultural point of view, Indonesian individuals have never acquired reading habits from their

predecessors. All data was verbally communicated. Not as it were that, the Indonesian Educational System had not implemented understudies to autonomously looked for data from reading material hence they exclusively depended on their instructors to convey the considered materials. It could be concurred with the primary articulation, but the moment one was still flawed, was it absolutely since Indonesian individuals were fair apathetic, or were there any covered-up variables that played a noteworthy part in this case?

According to Aranditio (2023), UNESCO stated that Indonesia's literacy rate is only 0.1%, which meant that there was only 1 person who diligently read books among 1000 people. In addition, Kelana (2022) pointed out that the Central Statistics Agency (BPS) in 2022 stated that the overall reading level of Indonesian people was at 59.52 with a reading duration of 4-5 hours per week and 4-5 books per quarter. This data was further strengthened by Maulipaksi (2023) in the results of the National Assessment (AN) in 2021, Indonesia was currently experiencing a literacy emergency, namely 1 in 2 students from elementary to high school levels have not yet reached the minimum literacy competency.

Furthermore, Safutra (2023) stated that in a survey conducted by the Ministry of Education and Culture in 2019, the reading literacy activity index showed 37.32%. Low reading interest among Indonesian children should not be underestimated, because it could trigger negative impacts in the future. These impacts include (1) undeveloped creativity (2) difficulty understanding or mastering problems (3) easily influenced by negative things (4) difficulty socializing and improving self-quality.

The research suggested that reading habits have increased in the digital age compared to the pre-internet era. Indonesian students used the internet mainly for school assignments but rarely engaged in leisure or self-learning reading. Reading habits in Indonesia were lower than in other countries due to the long-standing oral tradition and reading for pleasure was discouraged at a school culture. Sharing stories orally was more common, and reading books independently may lead to bullying, decreasing students' interest in reading. competition from other media forms and lack of opportunity contribute to low reading rates in Indonesia. social media, TV, movie streaming, and online gaming were more visually stimulating than books, requiring less focus. Furthermore, Indonesian schools have limited book availability compared to other developed nations. The creator of a mobile libraries program in Indonesia, Nirwan Ahmad Arsuka highlighted the poor quality of books available to students as a hindrance to promoting reading. he mentioned

that government-issued books are uninteresting, overly formal, and poorly written, leading to a negative perception of books among young students. Additionally, foreign books were scarce in Indonesian school libraries, with translated versions only found in specialized and expensive bookstores. According to the facts above, the researcher was inquisitive to discovered the reading habits of students at Universitas Muhammadiyah Makassar, particularly in the scope of English education. Furthermore, the researcher took an interested in introducing *The Identity-Based Habits Laws* to analyzed students' reading habits at Universitas Muhammadiyah Makassar.

**Method**

A. Research Design

According to Jansen (2023), research design referred to the overall plan, structure, or strategy that guided a research project from conception to final data analysis. An effective study design served as a blueprint for how the researcher, collected and analyzed data while ensuring consistency, reliability, and validity throughout the research. In this research, the researcher applied *a descriptive qualitative* method to analyzed the reading habits of the students at Universitas Muhammadiyah Makassar.

B. Subject of the Research

The subjects in this research were five English Education Students at Universitas Muhammadiyah Makassar from any class. The researcher had criteria that the subjects of this research were five students who were interested in books, the literacy field, and attractively liked reading activities. They were capably researched because that kind of hobby required to have good reading habits as well.

**Results**
***The students' reading habits using The Identity-Based Habits Laws.***

**Table 1. The First Law: Make Reading Obvious**

| R1 | How many times did you visit the library in a week? |
|---|---|
| S$_1$ | **(Rarely)** Visit the library depending on when require motivation, or seeking out for something within the library for task, or anything. |

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|---|---|
| **S₂** | **(Never)** <br> Never visit the library amid the week on campus. But there is a private library at home. |
| **S₃** | **Never** |
| **S₄** | **(Every two weeks)** <br> Well, it can be once every two weeks to visit a library. That's probably if there's an opportunity, it's about every two weeks. |
| **S₅** | **(Once a week)** <br> Going to the library possibly once a week. In one month, a maximum of four times or usually three times. |

Based on the outcome of R1, students exhibited diverse library visitation frequencies. Each student had unique time constraints and requirements for visiting the campus library, ranging from rarely to never, every two weeks, and once a week. Interestingly, one student never visited the campus library, but they maintained a private library at their home.

| **R2** | **How did you feel when you read at the library? Which was more enjoyable for you, reading at home or the library?** |
|---|---|
| **S₁** | **(Relax in the Library)** <br> The student felt more relaxed and didn't have to focused on books. The student felt something better around many people and reduced their boredom. |
| **S₂** | **(Distracted in the Library)** <br> The student felt more comfortable to read in private library because the student was distracted from other visitors if reading in a public library. |
| **S₃** | **(Better at Home)** <br> The student prefer reading at home than a library because the student felt better when no one around. |
| **S₄** | **(Comfortable at Home)** <br> The student felt more comfortable reading at home than a library because the student could listen to their favorite song while reading a book. |
| **S₅** | **(Focus at Home)** |

| | The student was an introvert person, so they felt more focused reading at home so they sought quiet atmosphere without other people. |
|---|---|

Based on the outcome of R2, students demonstrated distinct tendencies regarding their reading habits at both the library and home. While some students felt relaxed at the library, others were distracted, and a few reported better reading experiences at home, where they felt comfortable. Additionally, one student noted that they were able to focus more effectively at home.

| **R3** | **Did you have some reading apps installed on your smartphone? What were the reasons that attracted you to choose those apps?** |
|---|---|
| **S₁** | **(Wattpad, because it was motivating, interesting, enthusiastic to read novels and comics)** <br> The student installed Wattpad app in their smartphone. It made them felt motivated, interested, and enthusiast to read their favorite genre, novels and comics. |
| **S₂** | **(Google Playbooks, because it was had complete digital book collections)** <br> The student installed Google Playbooks app in their smartphone to found more book collections. |
| **S₃** | **(Wattpad, because it was had various book genres)** <br> The student decided to installed Wattpad app in their smartphone to read more book genres. |
| **S₄** | **(MidiLib, because it was affordable to found references)** <br> The student chose to installed MidiLib app because it was helpful for them to found more references. |
| **S₅** | **(Blinkist, because it was helpful to learned English)** <br> The student installed Blinkist app to help them learned new vocabularies in English, help them to knew how to pronounce those vocabularies, and it had trained their listening skills. |

Based on the result of R3, the students have their own preference about reading app. Such as Wattpad, Google Playbooks, MidiLib, and Blinkist. They have attractive reason to use those applications. It could be motivating, interesting, enthusiastic, complete book collections, various book genres, affordable, and it was helpful to learned English vocabularies.

| R4 | **What distractions most often hold you back from reading a book?** |
|---|---|
| **$S_1$** | **(Cellphone Interference)** <br> The student unfocused to read a book when cellphone notification sounded. |
| **$S_2$** | **(Gaming and hang out with Friends)** <br> The student distracted with gaming or meeting with their friends. It reduced their time while reading a book. |
| **$S_3$** | **(Intention)** <br> The student distracted with their intention while reading a book. Sometimes they confused with their mood. |
| **$S_4$** | **(Disruption from Family and Friends)** <br> The student got annoyed if their family or friends called them while reading a book at home because it had broken them concentration. |
| **$S_5$** | **(Noisy, Smartphone notification, and self-motivation)** <br> The student distracted with noisy from people outside, the notification on their smartphone, and their own self-motivation |

Based on the result of R4, there are a lot of distractions that annoyed the students. The distractions may be cellphone interference, gaming and hang out with friends, intention, disruption from family and friends, noisy, smartphone notification, and self-motivation.

**Table 2. The Second Law: Make Reading Attractive**

| R5 | **Did you ever join a book club? If you did, what impact did you feel, and if you never joined at all what kind of reason made you stayed in that decision?** |
|---|---|
| **$S_1$** | **(Never joined)** <br> The student had never joined the book club because they didn't get any information about book club. |
| **$S_2$** | **(Joined)** <br> The student joined a book club namely Book Discussion with their friend from another university. It was useful for student because they could find new insight from different book genres. |
| **$S_3$** | **(Never joined)** <br> The student felt comfortable reading a book alone rather than around a |

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|---|---|
| | lot of people. |
| **S₄** | **(Never joined)**<br>The student never joined in any book club but they had participated in the language ambassador program to prioritize literacy. |
| **S₅** | **(Joined)**<br>The student joined an online book club last year. The member of the book club come from various province in Indonesia. but the student ends up realized that joined online book club was not efficient for their reading habits. |

Based on the result of R5, most of students never joined in the book club because they found more comfortable to read alone rather than read a book around numerous people.

| R6 | **Did you have a companion who loved reading books?** |
|---|---|
| **S₁** | The student has a friend who often collects novels. |
| **S₂** | The student has some friends who loved to attend book seminar and loved to come to Gramedia. |
| **S₃** | The student has many friends who like to read books but they never gather each other to talk about book. |
| **S₄** | The student has a niece as her companion to read more books. |
| **S₅** | The student has lots of friends who loved to share about self-development book. |

Based on the result of R6, the whole students have numerous friends who loved to read books. They often collect novels, attend a book seminar, visit to Gramedia, and shared recommendation book together.

| R7 | **Did you regularly have book discussions together?** |
|---|---|
| **S₁** | (Rarely)<br>The student didn't have regular discussion with her companion because their book genre often changed. |
| **S₂** | (Regularly)<br>The student routinely talks about book in the coffee shop at night. |
| **S₃** | **(Regularly)**<br>The student often hangout with her friends and suggest good book each |

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|---|---|
| | other. |
| **S₄** | **(Regularly)** <br> The student and her friends have their own busy life, so they might meet once a month. They discuss about book and its content while meet each other. |
| **S₅** | **(Regularly)** <br> The student quite routine to discuss through telephone with their friend about book and podcast they have heard. |

Based on the result of R7, most of the students regularly have book discussions together with their friends. Only one of them is rarely have book discussions because the student can't handle the situation when the book genre was changed.

| **R8** | **How important was a book club to stimulated your reading habit?** |
|---|---|
| **S₁** | **(Important to create a sense of continuous learning)** <br> The student thought that book club was important to create a sense of continuous learning because students was close to many distractions and sometimes lazy to read. |
| **S₂** | **(Important with a range 8 out of 10)** <br> The student said that book club was very important, he put it in a range, probably 8 out of 10. |
| **S₃** | **(Have No Idea)** <br> The student said that she didn't have no idea about how important the book club was to stimulate reading habits because she never done it before. |
| **S₄** | **(Important to motivate to read more and increased a broader insight)** <br> The student thought that book club was very helpful to motivate us to love reading more or to make reading books as habits. It also increased our knowledge and our public speaking skill. Reading a lot of books might help us have a broader insight. So that was why book club was important for people especially who were lazy to read. |
| **S₅** | **(Important but less efficient)** <br> The student said that book club was very important to stimulate reading habits because we could get positive motivation from other readers. But personally, the student felt less efficient because the |

| | student had a quite hectic routine, so they chose to read from their smartphone through Blinkist app. |
|---|---|

Based on the result of R8, most of the students agreed that book club was important to stimulate their reading habits. They said book club was important to create a sense of continuous learning, important with a range 8 out of 10, important to motivate to read more and increased a broader insight. One of student said that they didn't have no idea about how important book club was to stimulate reading habits and another one said that it was important but less efficient for them because they had a busy life to joined book club.

**Table 3. The Third Law: Make Reading Easy**

| R9 | How many books did you read in a week? |
|---|---|
| S1 | **(Rarely read books in a week)** The student rarely read books in a book except about her subject that related to her course. |
| S2 | **(One book in a month not in a week)** The student had target to read one book in a month in a week. |
| S3 | **(Three books in a week)** The student read three books in a week. |
| S4 | (One book in a month not in a week) The student finished a book in one month because she had a lot of activities. |
| S5 | **(Half book in a week)** The student only read half a book, not quite one book in a week. |

Based on the result of R9, the students have different amount of book they have read in a week. There was rarely read book in a week, one book in a month not in a week, the other student has read three books in a week, another one has read one book in a month not in a week, and last student only read half book in a week.

| R10 | How long did you spend on each book? |
|---|---|
| S1 | **(Two hours)** The student spent two hours on each book. |
| S2 | **(Depending on book genre, if it was novel the time spend two** |

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| | **days. And if it was theoretical book, it spent a week or a month)** The student spent one or two days to read a novel but if it was a theoretical book, it spent two weeks or up to one month. |
| **S₃** | **(5 hours)** The student spent five hours to finished one book. |
| **S₄** | **(1-2 hours)** The student spent one until two hours to finished one book. |
| **S₅** | **(20 minutes)** The student spent 20 minutes to read a book. |

Based on the result of R10, each student had different time spent when read a book. It was two hours, two days, a week, a month, five hours, and twenty minutes.

| **R11** | **Did you have a specific target for reading books? (For example, *"read one book each week"*)** |
|---|---|
| **S₁** | **(Wishlist to buy a book)** The student had wish list to buy a book. She didn't' have target to read that book. |
| **S₂** | **(A book in month or at least learned the lesson from that book)** The student has target to finished a book this month or at least she has learned the lesson from that book. |
| **S₃** | **(Didn't really have a target)** The student didn't really have a target, it was depended on her time. |
| **S₄** | **(One topic in a week or one topic in two weeks)** The student had a specific target, one topic in a week or one topic in two weeks. |
| **S₅** | **(20 pages in a day)** The student has to read 20 pages in a day as specific target to read a book |

Based on the result of R11, the student has different target each other. One of them still have wish list to buy a book. The other one was targeting a book in month or at least learned the lesson from that book. Another student didn't really have any target to read a book. And also, there was a student had specific target to read a book such as one topic in a week or one topic in two weeks and last student have

to read 20 pages as a target in a day.

| R12 | **Which medium was more effective in improving your reading habits, audiobooks or textbooks?** |
|---|---|
| S₁ | **(Textbooks)** <br> The student prefers textbooks than audiobooks because they felt better when read on textbooks. |
| S₂ | **(Textbooks)** <br> The student prefers textbooks. |
| S₃ | **(Audiobooks)** <br> The student prefers audiobooks and digital books because it was easier and more practical for them to read. |
| S₄ | **(Textbooks)** <br> The student less comfortable with audiobooks, so they preferred to read directly on textbooks. |
| S₅ | **(Textbooks and Audiobooks)** <br> The student thought that both medium were effective for them. They liked something new and dislike something monotonous. So they chose to made it balance. |

Based on the result of R12, most of the students chose textbooks as an effective medium to improve their reading habits. Only one of the students chose audiobooks and the other one preferred both medium, textbooks and audiobooks to made their reading habits more effective.

Table 4. The Fourth Law: Make Reading Satisfying

| R13 | **What genre of book energized you?** |
|---|---|
| S₁ | **(Novel)** <br> The student liked novel because it provided a lot of motivation for them to inspire them to be more useful for themselves. |
| S₂ | **(Fiction)** <br> The student chose fiction genre which was consist adventure, fighting, |

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|---|---|
| | and detective. |
| **S₃** | **(Fantasy, Action, Crime, and Dark Romance)** <br> The student chose fantasy, action, crime, and then dark romance as their book genre that energizes them. |
| **S₄** | **(Self-Development)** <br> The student chose self-development book genre that excited them. That genre helps them to build a good character, deal with situation that made they calm to face any situation, and increased their values. |
| **S₅** | **(Self-Development)** <br> The student got excited to read self-development book. The student got interested because it gave positive energy to them. The student believed that whatever they read, will usually become a positive affirmation for their life. |

Based on the result of R13, the student has a few kinds of book genres that energized them. It included novel, fiction, fantasy, action, crime, dark romance, and self-development.

| **R14** | **What books were valuable or have a big impact to influenced your life?** |
|---|---|
| **S₁** | **(All Books Were Valuable)** <br> The student thought that all books were valuable and depending on how we interpreted the book. |
| **S₂** | **(Tere Liye and Andrea Hirata's Book)** <br> The student recommended three books. They were "Tentang Kamu" by Tere Liye, "Padang Bulan" by Andrea Hirata, and "Cinta Dalam Gelas" by Andrea Hirata. |
| **S₃** | **(Forgot The Title of the Book)** <br> The student wondered about the title of the book they have read. |
| **S₄** | **(The Bible)** <br> The student said that the most impactful book for them is the bible. They could apply the lesson to their daily life. |
| **S₅** | **(Ahmad Rifai Rif'an's book)** <br> The student favorite book was "Hidup Sekali Berarti Lalu Mati" by Ahmad Rifai Rif'an. It made the student more disciplined with their future goals and consistent to be more productive. |

Based on the result of R14, the student had a different book recommendation according to how big the impact influenced their lives. There was a student who thought that all books were valuable, the other said that they loved Tere Liye's book, Andrea Hirata's book, and Ahmad Rifai Rif'an's book. Also, a student forgot the title of the book they had read but still left a big impression for them. And the last student told the researcher that the bible was the most impactful book for their life.

| R15 | How did you overcome your laziness to read books? |
|---|---|
| $S_1$ | **(Find a Comfortable Place and Interesting Book)** The student found a comfortable place to read books and chose interesting books to read to overcame their laziness to read books. |
| $S_2$ | **(Read a Few Pages of the Book to Avoid Stagnancy)** The student has to read a few pages to avoid their boredom if didn't read books and to avoid knowledge stagnancy. |
| $S_3$ | **(Just Read On)** The student didn't know how to overcame laziness, they just read whenever they wanted to read. |
| $S_4$ | **(Book Selection)** The student chose books according to their interests to reduce the laziness of reading books. |
| $S_5$ | **(Create Fun Atmosphere for Reading)** The student made the atmosphere of reading books more fun such as listening to their favorite music and eating their favorite snacks while reading books to prevent laziness to read books. |

Based on the result of R15, every student had their unique way to overcame the laziness to read books such as find a comfortable place and interesting book, read a few pages of the book to avoid stagnancy, just read on, book selection, and create fun atmosphere for reading books.

| R16 | How did you maintain the consistency of the reading habits you have created? |
|---|---|
| $S_1$ | **(Create a Schedule)** The student creates schedule first to maintain their consistency of |

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|---|---|
| | their reading habits. |
| **S₂** | **(Carry Book Everywhere)** The student always kept one book in their bag everywhere to maintain their consistency in reading habits. |
| **S₃** | **(Reading Notification)** The student activated the notification from their reading app to made them curious about the story updated from what they have read. And the student did it regularly to maintain their consistency to read books. |
| **S₄** | **(Create an Alarm or Reminder)** The student created an alarm to build their reading consistency. They set an alarm as a reminder to kept their reading schedule on track. |
| **S₅** | **(Discipline with Yourself)** The student said that maintaining their reading consistency is by being disciplined with themselves. They also didn't get distracted easily but did the things they targeted. |

Based on the result of R16, the students have various ways to maintain the consistency of the reading habits they have created. Those are creating a schedule, carrying books everywhere, reading notifications, creating an alarm or reminder, and disciplining ourselves.

Overall, the study reveals that students have varying reading habits, preferences, and time spent on reading. Some prefer apps like Wattpad, Google Playbooks, MidiLib, and Blinkist, while others prefer reading alone. Distractions like cellphone interference and smartphone notifications can hinder reading experiences. Most students prefer textbooks for improving reading habits, but some find them less efficient due to busy lives. Students' book genres include novels, fiction, fantasy, action, crime, dark romance, and self-development. The student maintains consistent reading habits, students create schedules, carry books, use notifications, and discipline themselves.

**Discussion**

As cited in Clear (2018), our environment often influences our habits and behaviors, such as the presence of a book on our bed, moving reading apps to our home screen, and finding a cozy space to read. These habits are often tied to specific settings or circumstances, such as a sofa or a specific setting like a coffee shop. By

making these signals more self-evident, we can improve our reading habits and reduce distractions. By incorporating these habits into our daily routines, we can create a more conducive environment for reading, reducing the distractions that may distract us from our reading habits. Focusing on these habits can create a more conducive environment for reading and overall reading habits.

In line with Sartika (2020), the students have different frequency and requirements for library visits, with some preferring reading apps like Wattpad, Google Playbooks, MidiLib, and Blinkist due to their motivation, interest, and affordability. However, distractions like cellphone interference, gaming, noise, and smartphone notifications can cause disturbances and hinder the students' reading experience.

As Clear (2018) said, increasing reading habits, and engaging in conversations about books with friends who enjoy reading, can make reading more appealing. Building a reading habit with friends who share similar interests can also be appealing. Additionally, joining a book club can help connect with people who are regular readers, making reading habits more appealing to them. This law can help build a reading habit.

Most students don't join book clubs due to their preference for reading alone. They have friends who enjoy reading and often participate in book seminars and discussions. Aligned with Johnson (2017), most students believe book clubs stimulate reading habits, create a sense of continuous learning, and increase broader insight. However, some students find joining clubs less efficient due to busy lives.

Building unused habits, it is essential to create simple and frictionless habits such as Andreani (2021) stated to make reading easier, set a simple goal and focus on starting the habit. Reading at the start of the day is crucial, as different times of the day carry different duties. Reading in the morning is often recommended, as it allows time and energy to stay focused. Audiobooks can also help by keeping reading hands-free and allowing it to fit into other parts of the day, such as cooking, walking, and commuting. By focusing on these simple habits, individuals can create a more effective and efficient reading habit.

Baba (2020) cited that the students have varying reading habits, with some reading more than others, while others read less frequently. They have varying time spent reading and target levels, with some having specific goals or reading goals. Most students prefer textbooks for improving their reading habits, while one student prefers both mediums. The study also revealed that students have different

goals and time spent reading, highlighting the importance of reading habits in enhancing learning outcomes.

Aligned with Thomas (2023) statement that starting a reading habit, focus on what energizes you and what is valuable for you. Avoid reading what others recommend, and focus on books that help you overcome life's challenges. Reading books that help you understand and achieve your goals can lead to greater fulfillment. Ultimately, finding what makes reading enjoyable and fulfilling is key to maintaining a reading habit over time. The students' book genres include novel, fiction, fantasy, action, crime, dark romance, and self-development. They have different book recommendations based on their impact on their lives. Students overcome laziness by finding comfortable reading places, reading a few pages, and creating a fun atmosphere. To maintain consistent reading habits, students create schedules, carry books, use notifications, alarms, and discipline themselves. The Bible was the most impactful book for the last student.

**Conclusion**

The Identity-Based Habits Laws at Universitas Muhammadiyah Makassar reveals four key habits that can improve students' reading habits. The first law is to make reading obvious, which involves making reading habits more self-evident and reducing distractions. Students have varying frequency and requirements for library visits, with some preferring reading apps like Wattpad, Google Playbooks, MidiLib, and Blinkist. The second law is to make reading attractive, which involves engaging in conversations with friends who enjoy reading and joining book clubs. Most students prefer reading alone, but some find joining clubs less efficient due to busy lives. The third law is to make reading easy, which involves setting simple goals and starting the habit. Students have varying reading habits, with some reading more than others and others reading less frequently. The fourth law is to make reading satisfying, which involves finding books that help overcome life's challenges and focusing on what makes reading enjoyable and fulfilling. Students' book genres include novel, fiction, fantasy, action, crime, dark romance, and self-development.

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