

**THE INFLUENCE OF BOOKTOK CONTENT ON GENERATION Z'S
READING INTEREST (STUDY AMONG USERS AT THE UIN SUNAN
KALIJAGA YOGYAKARTA LIBRARY)**

UNDERGRADUATE THESIS

Submitted to the Library Science Program, Faculty of Adab and Cultural Sciences
Culture, State Islamic University Sunan Kalijaga Yogyakarta To Fulfill One of the
Requirements for Obtaining the Degree of Bachelor of Library Science



Compiled by:

Hidayati Rahma Nurlaili

21101040049

LIBRARY SCIENCE UNDERGRADUATE PROGRAM

FACULTY OF ARTS AND CULTURAL STUDIES

STATE ISLAMIC UNIVERSITY SUNAN KALIJAGA YOGYAKARTA

2025

ATTESTATION LETTER



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN KALIJAGA
FAKULTAS ADAB DAN ILMU BUDAYA
Jl. Marsda Adisucipto Telp. (0274) 513949 Fax. (0274) 552883 Yogyakarta 55281

PENGESAHAN TUGAS AKHIR

Nomor : B-1455/Un.02/DA/PP.00.9/08/2025

Tugas Akhir dengan judul : The influence of BookTok content among Generation Z's Reading Interest (Study on Library Users of UIN Sunan Kalijaga Yogyakarta)

yang dipersiapkan dan disusun oleh:

Nama : HIDAYATI RAHMA NURLAILI
Nomor Induk Mahasiswa : 21101040049
Telah diujikan pada : Rabu, 13 Agustus 2025
Nilai ujian Tugas Akhir : A

dinyatakan telah diterima oleh Fakultas Adab dan Ilmu Budaya UIN Sunan Kalijaga Yogyakarta

TIM UJIAN TUGAS AKHIR



Ketua Sidang
Dr. Siti Rohaya, S.Ag., MT
SIGNED

Valid ID: 68a73b01cc06f



Penguji I
Thoriq Tri Prabowo, M.I.P., Ph.D.
SIGNED

Valid ID: 68a516a65baaf



Penguji II
Khairunnisa Erika Sari, M.I.P.
SIGNED

Valid ID: 68a7301714b99



Yogyakarta, 13 Agustus 2025
UIN Sunan Kalijaga
Dekan Fakultas Adab dan Ilmu Budaya
Prof. Dr. Nurdin, S.Ag., S.S., M.A.
SIGNED

Valid ID: 68a7b6801b309

STATEMENT OF ORIGINALITY

STATEMENT OF ORIGINALITY

Assalamu'alaikum Wr.Wb

The undersigned:

Name : Hidayati Rahma Nurlaili

ID : 21101040049

Study Program: Library Science

Faculty : Adab and Cultural Sciences

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Hidayati Rahma Nurlaili

NIM. 21101040049



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DEDICATION

Bismillahirrahmanirrahim...

First of all, I would like to express my deepest gratitude to Allah SWT, the Almighty, whose mercy and blessings have been my guiding light throughout my journey. With His grace alone, I was able to complete this thesis with patience, perseverance, and humility. Without His divine guidance, this achievement would not have been possible.

I realize that this achievement is not the result of my efforts, but the fruit of the support, encouragement, and prayers of many extraordinary people. Therefore, I would like to express my sincere gratitude to:

1. My beloved parents, to whom I dedicate this thesis with all my love and respect. Your endless sacrifice and support have allowed me to pursue my dreams. Your strength and love are the greatest inspiration and foundation in my life.

2. My older sister and younger brother, who have also provided motivation and support during the process of completing this thesis.

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OFFICIAL MEMORANDUM

Dr. Siti Rohaya, S.Ag., M.T
Lecturer of Library Science Study Program, Faculty of Adab and Cultural Studies
State Islamic University Sunan Kalijaga

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To:
Dean of the Faculty of Adab and Cultural Sciences
State Islamic University Sunan Kalijaga Yogyakarta

Assalamu'alaikum Wr.Wb

After reviewing, correcting, and confirming the necessary revisions, I hereby state that the thesis of the student

Name : Hidayati Rahma Nurlaili
Student ID : 21101040049
Study Program : Library Science
Title : The Influence of BookTok Content on Generation Z's Reading Interest (Study on library users of UIN Sunan Kalijaga Yogyakarta)

Has been properly revised and is therefore eligible to be submitted as one of the requirements for obtaining a bachelor's degree in Library and Information Science at the Faculty of Adab and Cultural Sciences, State Islamic University Sunan Kalijaga Yogyakarta.

I kindly request that the student be granted permission to proceed with the thesis defense.

Wassalamu'alaikum Wr.Wb

Yogyakarta, 10 August 2025
Thesis Supervisor



Dr. Siti Rohaya, S.Ag., M.T
NIP. 19790622 200604 2 003

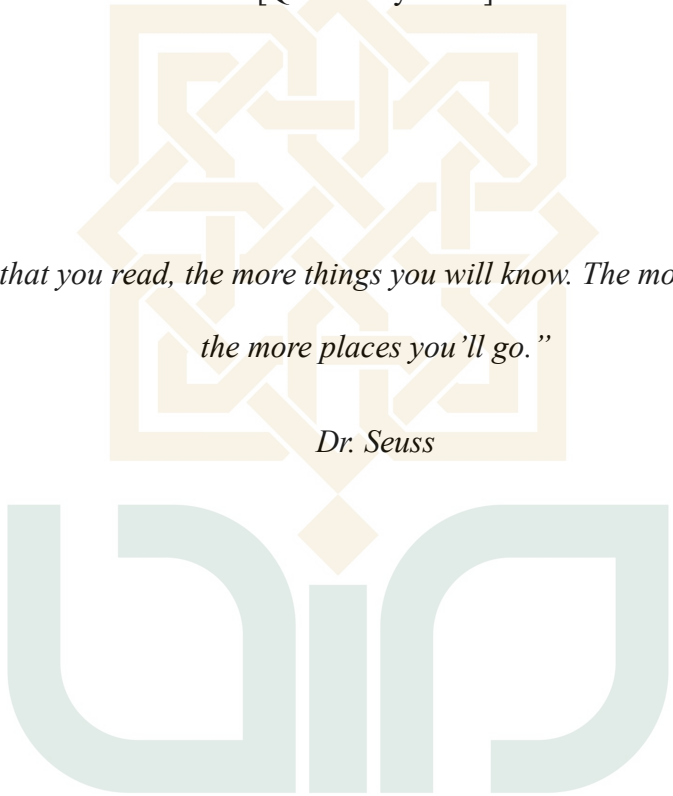
MOTTO

“Sesungguhnya bersama kesulitan itu ada kemudahan”

[QS Al Insyirah 5]

*“The more that you read, the more things you will know. The more that you learn,
the more places you’ll go.”*

Dr. Seuss



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ABSTRACT

THE INFLUENCE OF BOOKTOK CONTENT ON GENERATION Z'S READING INTEREST (Study Among Users at The UIN Sunan Kalijaga Yogyakarta Library)

Hidayati Rahma Nurlaili

21101040049

This study aims to determine whether there is an influence of booktok content exposure on the reading interest of Gen Z at the UIN Sunan Kalijaga Library in Yogyakarta. This study uses an inferential quantitative method using the theory of content exposure as an independent variable and reading interest as a dependent variable. Data collection techniques include observation and a questionnaire. that exposure to BookTok presents noteworthy implications worth considering. Content on TikTok has a positive influence on the reading interest of Generation Z at the UIN Sunan Kalijaga Yogyakarta Library. The analysis indicates that an increase in exposure to BookTok content on TikTok is associated with a rise in readers' interest in reading. The correlation coefficient of 0.642 suggests a moderately strong relationship between exposure to BookTok content and reading interest. Simple regression shows that variable X has a fairly strong influence on variable Y, and is able to explain about one-third (31.6%) of the variation in variable Y. However, other factors have not been included in the model and may influence variable Y. The hypothesis test based on the calculations yielded a result of 6.549. Therefore, H_1 is accepted and H_0 is rejected. Thus, it can be concluded that exposure to BookTok content influences reading interest.

Keywords: content exposure, reading interest, Generation Z, TikTok

ABSTRAK

PENGARUH KONTEN BOOKTOK TERHADAP MINAT BACA GENERASI Z

(Studi Pada Pemustaka Perpustakaan UIN Sunan Kalijaga Yogyakarta)

Hidayati Rahma Nurlaili

21101040049

Penelitian ini bertujuan untuk menentukan apakah terdapat pengaruh paparan konten BookTok terhadap minat membaca Generasi Z di Perpustakaan UIN Sunan Kalijaga Yogyakarta. Penelitian ini menggunakan metode kuantitatif inferensial dengan teori paparan konten sebagai variabel independen dan minat membaca sebagai variabel dependen. Teknik pengumpulan data meliputi observasi dan kuesioner. Paparan terhadap BookTok menunjukkan implikasi yang patut dipertimbangkan. Konten di TikTok memiliki pengaruh positif terhadap minat membaca Generasi Z di Perpustakaan UIN Sunan Kalijaga Yogyakarta. Analisis menunjukkan bahwa peningkatan paparan terhadap konten BookTok di TikTok terkait dengan peningkatan minat membaca pembaca. Koefisien korelasi sebesar 0,642 menunjukkan hubungan yang cukup kuat antara paparan terhadap konten BookTok dan minat membaca. Regresi sederhana menunjukkan bahwa variabel X memiliki pengaruh yang cukup kuat terhadap variabel Y , dan mampu menjelaskan sekitar sepertiga (31,6%) variasi pada variabel Y . Namun, terdapat faktor lain yang tidak termasuk dalam model dan mungkin mempengaruhi variabel Y . Uji hipotesis berdasarkan perhitungan menghasilkan nilai 6,549. Oleh karena itu, H_1 diterima dan H_0 ditolak. Dengan demikian, dapat disimpulkan bahwa paparan konten BookTok mempengaruhi minat membaca.

Kata kunci: paparan konten, minat membaca, Generasi Z, TikTok

PREFACE

Alhamdulillahirabbil'alamin In the name of Allah, the Most Gracious, the Most Merciful. The author would like to express his gratitude. Thanks to His grace, guidance, and help, the author was able to complete this thesis entitled: The Influence of BookTok Content on Generation Z's Reading Interest (Study among library users of UIN Sunan Kalijaga Yogyakarta). This thesis is prepared as one of the requirements for obtaining a Bachelor of Library Science degree at UIN Sunan Kalijaga Yogyakarta. The researcher realizes that there are still many shortcomings and weaknesses in the writing of this thesis.

Therefore, any suggestions and criticism from teachers, experts, academics, and all related parties are very much needed for improvement in the future. Awareness of these limitations motivates the author to continue learning and developing in future academic writing. The completion of this research would not have been possible without the prayers, support, motivation, and guidance that continued to flow from various parties, including family, relatives, and other close friends. Therefore, with respect and humility, the researcher would like to express his gratitude to all those who have provided support, guidance, and inspiration during the process of writing this thesis. The following individuals are to be thanked for their contributions:

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Thus, in writing this thesis, the author realizes that there are still many shortcomings in the preparation of this thesis. The author has also utilized tools such as ChatGPT, DeepL, and Grammarly to assist in improving language, translating specific terms, and enhancing clarity. Therefore, the author hopes to receive input, criticism, and suggestions that can contribute to the smooth running of the author and improve future work. Thank you.

Yogyakarta, 8 August 2025



Hidayati Rahma Nurlail

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TABLE OF CONTENTS

THE INFLUENCE OF BOOKTOK CONTENT ON GENERATION Z'S	
READING INTEREST	i
ATTESTATION LETTER.....	ii
STATEMENT OF ORIGINALITY	iii
DEDICATION	iv
OFFICIAL MEMORANDUM.....	v
MOTTO.....	vi
ABSTRACT.....	vii
<i>ABSTRAK</i>	viii
PREFACE	ix
LIST OF FIGURES.....	xv
LIST OF TABLES.....	xvi
LIST OF APPENDIX.....	xvii
CHAPTER I INTRODUCTION	1
1.1 Background	1
1.2 Research Problem.....	8
1.3 Research Objectives	9
1.5 Hypothesis.....	10
1.6 Research Structure	10
CHAPTER II LITERATURE REVIEW AND THEORITICAL FRAMEWORK .	2
2.1 Literature Review	2
2.2 Theoretical Framework	18
2.2.1 Influence	18
2.2.2 Media Exposure	18
2.2.3 Content.....	19
2.2.4 Interest	20
2.2.5 Reading	21
2.2.6 Reading Interest	22
2.2.7 Social Media	24

2.2.8 TikTok and BookTok	26
2.2.8.1 TikTok.....	26
2.2.8.2 BookTok	27
2.2.9 Generation Z	28
CHAPTER III RESEARCH METHODS	31
3.1 Type of Research	31
3.2 Place and time of research.....	31
3.3 Research Subjects and Objects.....	32
3.4 Population and Sample of the Study	32
3.5 Research Instruments	34
3.6 Data Source	38
3.7 Data Collection Methods.....	39
3.7.1 Observation.....	39
3.7.3 Documentation	39
3.8.1 Data Validity Test.....	40
3.8.2 Data Reliability Test	42
3.9. Test for Analysis Requirements.....	44
3.9.1 Normality Test	44
3.9.2 Linearity Test	44
3.9.3 Heteroscedasticity Test	44
3.10 Data Analysis	45
Research Flow	47
CHAPTER IV RESULTS AND DISCUSSIONS	48
4.1 General Description of the Research Location.....	48
4.1.1 Profile of the UIN Sunan Kalijaga Yogyakarta Library.....	48
4.1.2 Vision and Mission of the UIN Sunan Kalijaga Yogyakarta Library ...	49
4.2 BookTok	51
4.2 Demographics of Respondents	53

4.2.1 Demographics of Respondents Based on Gender.....	53
4.2.2 Demographics of Respondents Based on Age	54
4.2.3 Demographics of Respondents Based on Faculty.....	54
4.3 Research Findings and Discussions	55
4.3.2 Inferential Statistics Findings.....	69
1. Normality Test Results	69
2. Linearity Test Results	70
3. Results of the Heteroscedasticity Test.....	70
4.3.2.3 Correlation Test	73
4.3.2.4 Test Coefficient Of Determination	73
4.3.2.5 Hypothesis Test.....	74
4.4 Discussions	75
CHAPTER V CONCLUSIONS AND SUGGESTIONS	79
5.1 Conclusions	79
5.2 Suggestions.....	79
REFERENCES.....	81
APPENDIX.....	86

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YOGYAKARTA

LIST OF FIGURES

Figure 1 Social Media of UIN Sunan Kalijaga Library	50
Figure 2 The TikTok app interface displaying BookTok search results.....	53
Figure 3 Graph of independent and dependent variable values	77



LIST OF TABLES

Table 1 Similarities and Differences in Literature Review	17
Table 2 Questionare Grid	36
Table 3 Likert Scale Measurement Instrument	38
Table 4 Media Exposure Validity Result.....	41
Table 5 Reading Interest Validity Result.....	42
Table 6 Media Exposure Reability Result.....	43
Table 7 Reading Interest Reability Result.....	43
Table 8 Demographics of Respondents Based on Gender	53
Table 9 Demographics of Respondents Based on Age.....	54
Table 10 Demographics of Respondents Based on Faculty	54



LIST OF APPENDIX

Appendix 1. Research Permit Letter	86
Appendix 2. Research Permit Response Letter	87
Appendix 3. Questionare.....	87
Appendix 4. Data Tabulation	88
Appendix 5. Curriculum Vitae	106



CHAPTER I

INTRODUCTION

1.1 Background

Reading is one of the most important skills and habits in life (Haryadi, 2020). According to the *Kamus Besar Bahasa Indonesia (KBBI)*, reading means seeing and understanding the content of writing. Reading is the main asset for the advancement of a nation because most of the educational process depends on reading ability and awareness. Through reading, one can obtain information; someone who enjoys reading will have ideas and concepts that are followed by efforts to turn them into reality, and this condition can lead a nation toward progress. (Munir & Hidayatullah, 2021; Pitoyo, 2020) In this rapidly globalizing era, it is important to increase interest in reading in order to obtain diverse information. This information can broaden one's knowledge and be linked to other information (Lubis & Azhar, 2023, p. 2)

Reading interest refers to various things, including how often someone engages in reading activities. Reading interest is also evident in the types of reading materials preferred, such as specific topics, fields of study, or genres chosen based on the reader's preferences. There are also factors within the text itself, often referred to as "attractiveness factors," which make readers interested and want to continue reading (Gustiana et al., 2023, p. 2). In its development, reading interest is not limited to printed books but also includes non-printed books such as e-books.

This development is also influenced by technology and the increasing use of digital devices among the public, especially Generation Z.

According to UNESCO, the reading interest of the Indonesian population remains low. This is reflected in a study titled "The Most Literate Countries in the World," conducted by Central Connecticut State University. Indonesia ranks 60th out of 61 countries in terms of reading interest. Data from the United Nations Educational, Scientific, and Cultural Organization (UNESCO) reveals concerning figures regarding Indonesia's reading interest, at 0.001 percent or one in a thousand residents. A study by the National Library in 2020 revealed statistical data on reading interest in Indonesia in the form of the "Reading Ability Index Study," which showed Indonesia's reading interest score at 55.74 points, classified as moderate. It is indeed concerning to see Indonesia's current state in achieving the "Golden Generation" by 2045. In 2045, Indonesia will celebrate 100 years of independence from colonialism. At that time, Indonesia is expected to have a golden generation that can lead the nation toward greater progress (Darman, 2017, p. 2)

The golden generation is considered the ultimate vision and the primary target of technological advancement. They are seen as the driving force of change, so creative and innovative ideas are needed to drive progress and achieve transformation toward a better future (Wibowo et al., 2024, p. 11) However, despite these shortcomings, there is still hope for this generation. According to the Central Statistics Agency, Indonesia's population explosion presents both opportunities and challenges for the country's present and future, as Generation Z is expected to become the main driver of national development. Generation Z, often referred to as

Gen Z, is the demographic cohort born between the early 1990s and the early 2010s. In demographic studies, generations are commonly classified as Baby Boomers, Generation X, Millennials (or Generation Y), Generation Z, and Generation Alpha, each shaped by distinct historical and cultural contexts. According to Lubis and Mulianingsih (2019), Generation X generally refers to those born between 1965 and 1980, Generation Y (also known as Millennials) to those born between 1981 and 1995, Generation Z to those born between 1995 and 2012, and Generation Alpha to those born from 2013 to 2024. Based on the 2020 census data from the Central Statistics Agency, Indonesia has 74.93 million members of Generation Z, making up 27.94% of the total population. This demographic strength positions Generation Z as a key pillar in realizing Indonesia's vision of a Golden Age by 2045.

Forming reading habits and interests requires effort and commitment from each individual. This can be in the form of personal factors that originate from the individual's own needs. Meanwhile, institutional factors are influenced from outside the individual (Putri & Aprilianti, 2021, p. 2). These external influences can be obtained through things that individuals often see, such as social media platforms. Through social media, individuals can obtain information about online reading communities and disseminate information about books and literacy. Therefore, in-depth research is needed to understand how social media influences Generation Z's interest in reading, both positively and negatively (Anhar et al., 2024, p. 2).

The development of social media in the digital era has made it easier for people to access information. The information that the public can obtain is very

diverse in the form of text, images, and videos. One social media platform that provides information in the form of videos is TikTok. TikTok is a social media platform that uses videos as its uploaded content. The primary users of TikTok are young people born between the late 1990s and early 2010s, commonly referred to as Generation Z. Indonesia is recorded as the country with the second-largest number of TikTok users worldwide. As of April 2023, the number of TikTok users in Indonesia reached 116.5 million. According to research by Setiawan et al (2022, p. 7), the TikTok app dominates among millennials and Gen Z. The study also revealed that students actively use TikTok for various purposes, including entertainment and education.

According to research by Anhar et al (2024, p. 4). Social media can serve as an effective tool for promoting literacy, including through communities such as Goodreads and BookTok, which provide book recommendations, discuss literacy, and participate in reading challenges. Given the BookTok trend, there is also an opportunity to utilize works in visual content (Haryoto et al., 2022, p. 2) and open up opportunities for the younger generation to increase their interest in reading in various formats.

The use of the TikTok app has led users to spend more time enjoying entertainment content, so there is a need for educational content that can increase interest or reading activities (Aisyah et al., 2025). In addition to being an external factor supporting reading interest on the app, there is one type of content that contains literacy and reading, namely BookTok. The term "BookTok" is a combination of "Book" and "TikTok." According to Merga (2021, p. 2), BookTok

is a community of readers and writers on TikTok who share, connect, review, and recommend books through duets and hashtags. BookTok is a space where users share book reviews, reading recommendations, and literacy-related content through short, engaging videos. Many TikTok users who create content about books tend to feature physical books. This is because physical books hold emotional value for readers and are easier to view, reread, and keep as a collection (Badri, 2022)

However, some creators also promote digital books or e-books, as well as audiobooks. This is evidenced by the growing interest in digital reading formats such as e-books and audiobooks, which have been shown to have a positive correlation with user activity on BookTok. This aligns with BookTok's nature as a digital platform and reflects the shifting reading habits influenced by technological advancements and the ease of access to digital media. As Generation Z becomes more engaged with digital content, they are also more open to using digital reading platforms as part of their daily reading habits (Judijanto et al., 2025).

In Indonesia, BookTok has become a key trend of the BookTok phenomenon. Various video content has been uploaded, which has the potential to influence audiences in increasing their interest in reading through external motivating factors, namely book review videos uploaded on the platform. In this study, BookTok is defined explicitly as book review content, which is content containing reviews of a book, whether in the form of summaries, content analysis, or personal opinions from the content creator.

One of the most prominent digital literacy communities is Bookstagram, a community of Instagram users who share book reviews, recommendations, and photos of books in a visually appealing way. Several studies have examined the influence of Bookstagram on reading interest. A survey by Rinanda and Rohmaniyah (2024) shows that Bookstagram content has a positive and significant influence on the reading interest of its followers. Similar findings were reported by Anjani (2022) in her study of the @sintiawithbooks account, indicating that the presence of a Bookstagram account can foster a reading culture and expand the network of digital readers.

However, the approach used by Bookstagram tends to focus on visual aesthetics and lengthy captions, making it more appealing to audiences who already have an interest in reading. This indicates limitations in reaching groups who do not yet have a reading habit. As stated by Hammoudi (2018), Bookstagram tends to strengthen the engagement of already active readers rather than building interest from scratch.

Although Bookstagram has been widely researched, research on BookTok specifically as short video-based content that dominates TikTok is still limited. BookTok allows users to share book recommendations, emotional reactions to stories, and even reading challenges, all in short videos that are in line with the media consumption characteristics of Generation Z (Merga, 2021).

In an academic environment, especially among students at UIN Sunan Kalijaga, as individuals who actively seek reading materials for academic and non-academic

purposes, they have direct access to various reading sources. With the library as a center of literacy, library users also have openness to reading promotion promoted through social media, one of which is TikTok.

Social media can be an effective promotional tool, especially in promoting literacy and the BookTok phenomenon on TikTok, which is considered capable of increasing reading interest, particularly among Generation Z because most of the TikTok users are young individuals, generally ranging in age from approximately 13 to 27 years (Merga, 2021), thereby classifying them within Generation Z.

Therefore, this study aims to analyze in depth how exposure to BookTok content influences the reading interest of Generation Z, both in print and non-print forms, particularly at the UIN Sunan Kalijaga Yogyakarta Library. The selection of this location is also based on the ease of access in reaching respondents, while confirmation of whether they access BookTok is ensured through screening questions.

1.2 Research Problem

Based on the explanation provided in the background regarding the low reading interest in society and the role of the TikTok platform in addressing this issue, the research question is formulated as follows: Is there an influence of exposure to BookTok content on TikTok on Generation Z's reading interest at the UIN Sunan Kalijaga Library?

1.3 Research Objectives

This study aims to determine the influence of exposure to BookTok content on TikTok on Generation Z's reading interest at the UIN Sunan Kalijaga Library.

1.4 Research Benefit

1. Theoretical

This study enhances understanding of BookTok and reading interest, offering both theoretical contributions to library science, communication, education, and media studies, as well as practical implications for developing strategies to foster a stronger reading culture among Generation Z.

2. Practical

This research contributes to the development of knowledge in the field of library science regarding the enhancement of reading interest among the public.

For library users, it can increase awareness of the role of social media as a means of literacy, not just entertainment.

For libraries, it can strengthen their position as centers of literacy that are adaptive to technological developments and digital culture. For researchers, this study is expected to deepen their understanding and serve as a reference for future research.

1.5 Hypothesis

The following are the hypotheses of this study based on media exposure theory, repeated exposure to content can influence an audience, including in shaping interests and behavior (Tarmizi et al., 2024, p. 4) and since the use of the TikTok app has led users to spend more time enjoying entertainment content, there is a growing need for educational content that can foster reading interest and activities (Aisyah et al., 2025). In this context, the more often someone is exposed to BookTok content, the greater its influence on their desire to read recommended books.

H₀: "There is no influence between exposure to BookTok content and the reading interest of Generation Z at the UIN Sunan Kalijaga Library."

H₁: "There is an influence between exposure to BookTok content and the reading interest of Generation Z at the UIN Sunan Kalijaga Library"

1.6 Research Structure

In this section, the researcher explains the research framework systematically so that readers can understand the content of the research more easily. This systematic discussion is divided into five chapters, as follows:

CHAPTER I INTRODUCTION, which includes the background of the problem to be studied by the researcher, the formulation of the problem as a reference in the preparation of the discussion in this study, the objectives of the

study, the benefits of the study, as well as the writing structure and writing system as tools to keep the researcher focused.

CHAPTER II LITERATURE REVIEW AND THEORETICAL BACKGROUND, in the literature review, the researcher discusses previous studies similar to the research conducted by the researcher as reference material. In this section, the researcher presents three previous studies along with similarities and differences in the studies that have been conducted. Then, the theoretical framework contains various expert opinions and a collection of theories related to the research to support the research and strengthen the discussion.

CHAPTER III RESEARCH METHODOLOGY, in this section, the author explains the methods used, the location and time of the research, an explanation of the research subjects and objects, data sources, research instruments, data collection techniques, data validity tests, as well as data analysis methods and techniques.

CHAPTER IV DISCUSSION, this chapter elaborates on the results of the research, which are the answers to the problems stated in the problem formulation.

CHAPTER V CONCLUSION, this chapter contains a brief summary of the main issues addressed in the problem statement.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the results of the study, it can be concluded that there is an influence of exposure to BookTok content on TikTok on the reading interest of Generation Z at the UIN Sunan Kalijaga Yogyakarta Library. The analysis results indicate that every increase in exposure to BookTok content on TikTok contributes to an increase in readers' reading interest. Additionally, the correlation coefficient of 0.642 indicates that the relationship between exposure to BookTok content and reading interest falls into the moderately strong category. Thus, the more frequently Generation Z is exposed to BookTok content, the higher their interest in reading becomes.

5.2 Suggestions

Based on the conclusions outlined above, the researcher provides the following recommendations:

- 1) Video creators should focus on the quality of content and visual appeal to maintain viewers' attention from the beginning to the end of the video.
- 2) Libraries can collaborate with creators or start distributing attractive book promotion content on social media platforms.

3) This study used a quantitative method, so the data obtained are limited to numerical values and undoubtedly have many shortcomings. Therefore, for obtaining a deeper understanding of the impact of content exposure on reading interest, a qualitative study in these areas is highly recommended.



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