Reinventing the Dimensions of Reading ATtitude and Motivation Among Santri

by Nur Hidayanto Pancoro Sp

Reinventing the Dimensions of Reading Attitude and Motivation among *Santri*

Banatul Murtafi'ah, Nur Hidayanto Pancoro Setyo Putro
English Language Education Study Program, Graduate Program, Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

Article Info	ABSTRACT
	A large and growing body of literature has investigated students' reading attitude and motivation either in elementary or secondary levels. Unfortunately, there remains a paucity of similar study in the context of *santri* or students in Islamic boarding school. This study, therefore, examined the reading attitude and motivation dimensions among *santri*s. Three hundred and nineteen (319) students at *pesantren*-based senior high schools in Yogyakarta Special Region province participated in this study by completing reading attitude survey adapted from McKenna et al. and motivation for reading questionnaire (MRQ) adapted from Wigfield and Guthrie. Exploratory and confirmatory factor analyses confirmed that reading attitude was represented by two dimensions as suggested by the finding in previous studies. On the other hand, instead of eleven, only seven reading motivation dimensions manifested in this present study. Reliability coefficients for all the subscales were acceptable. Finally, correlations analysis revealed that each dimension of both reading attitude and motivation were correlated positively.

Corresponding Author:

Banatul Murtafi'ah,
English Language Education Study Program,
Graduate Program, Universitas Negeri Yogyakarta,
Karangmalang, Yogyakarta, Indonesia.
Email: banatulmurtafiah@gmail.com.

1. INTRODUCTION

Reading English texts plays a critical role in students' learning development as it does not only broaden knowledge and provide opportunities to self-developments [1], [2]; but also become the primary source of second language input for students' language learning [3], [4]. Specifically, reading English texts is also crucial for secondary school students as it is tested in the National Examination with approximately 70% questions in it [5].

With respect to the importance of reading at secondary school, a considerable amount of studies has been published on middle and high school student's reading attitude [6], [7]; and motivation [8], [9]. However, to date, reading attitude and motivation among *santri* at *pesantren*-based senior high schools or private *Madrasah Aliyah* (MA) have not been extensively investigated. Considering the big number of *santri* studying in private MA in Yogyakarta province, i.e. 6.776 students compared with 53.581 students of general senior high school, or approximately one ninth of senior high school students in Yogyakarta study in private MA in 2016 [10], there is an urgent need to address *santri*s' attitude and motivation in reading English texts.

This study, therefore, sets out to investigate the reading attitude and reading motivation dimensions among santri in Yogyakarta. Specifically, this research seeks to address the following questions: (1) What are the dimensions of santris' reading attitude and motivation dimensions? and (2) Are there any correlation among the dimensions?

1.1. Reading Attitude

An early definition of reading attitude is from Smith [11] stating that reading attitude is a state of mind, accompanied by feelings and emotions that makes reading more or less probable. Likewise, reading attitude is defined as a continuum of feelings from positive to negative towards reading [12]. Reading attitude is also defined as a students' predispositions to reading [6], [7], [12]. In this paper, the term reading attitude is used to feelings, emotions, and predispositions towards reading.

Thus far, a number of studies have attempted to measure the students' reading attitude by using different types of questionnaire yet with similar way to measure, i.e. using Likert scale. For instance, Adult Survey of Reading Attitudes (ASRA) from Smith [11] and Elementary Reading Attitude Survey (ERAS) from McKenna et al. [13]. This study employed the adapted version of reading attitude questionnaire from McKenna et al. [6]. The earliest version of reading attitude questionnaire, i.e. ERAS, consists of two dimensions, namely recreational attitude and academic attitude [13]. The recent version of this reading attitude questionnaire comprises of four dimensions, namely academic digital, academic print, recreational digital, and recreational print to measure students of middle school [6].

1.2. Reading Motivation

An early definition of reading motivation is proposed by Gambrell et al. [14] who suggest that reading motivation is an individual's self-concept and value on reading. Similarly, reading motivation is also defined as the individual's goals, values, and beliefs with regard to the topics, processes, and outcomes of reading [15]. Furthermore, reading motivation is also defined as individuals' intrinsic and extrinsic reasons for reading activities and achievement [16]. In this paper, the term reading motivation is defined as students' intrinsic and extrinsic motives, energy and drive to reading activities and achievement at school.

To date, many studies have utilized Motivation for Reading Questionnaire (MRQ) to measure the students' reading motivation [8], [16-17]. MRQ was first developed by Wigfield and Guthrie [18] to assess the 11 constructs of reading motivation that include (1) reading efficacy; (2) reading challenge; (3) work avoidance; (4) reading curiosity; (5) reading involvement; (6) importance of reading; (7) competition in reading; (8) reading recognition; (9) reading for grades; (10) social reasons for reading; and (11) reading compliances. The present study also employed MRQ to measure reading motivation among *santri* in some *pesantren*-based senior high schools.

1.3. *Santri*

Santri is a term used for students of *pesantren* or Islamic boarding school [19], [20]. *Pesantren* according to Dhofier [21] is an educational institution of religious teaching consisting of five elements, namely *Kiai/Ustadz, santri,* mosque, *kitab kuning* classical Islamic texts written in Arabic, and *pondok* or dormitory where all *santri*/students must stay inside of *pesantren* to learn the Holy Scripture and religious sciences.

Muhaimin [22] claims that Ministry of Religious Affairs of the Republic of Indonesia has categorized *pesantren* into four types, A, B, C, and D. Type-A *pesantren* maintains the traditional characteristics which offers only classical Islamic texts lessons only without any room for teaching general subjects. On the other hand, type-B *pesantren* offers both traditional teaching of classical Islamic texts and modern teaching of religion and secular subjects in several modern religious schools or *madrasah*. The *madrasah* has its own curriculum and/or adapts the curriculum from Ministry of Religious Affairs. Type C has similar characteristics as type-B *pesantren* which consists of a type-B *pesantren* plus public school. The public school is under the supervision of Ministry of National Education. Last but not least, Type-D *pesantren* provides only dormitory for its *santri* in which *Kyai* functions as a counsellor. The *santri* in this type of *pesantren* go to *madrasah* or other schools outside it as it has no *madrasah* there.

Santri, in this research, therefore, is defined as students, specifically senior high students, who live in type-B *pesantrens*. They go to *madrasah* in the morning to learn both religion and secular subjects and study classical Islamic texts from their *Kyai* in the evening.

2.   RESEARCH METHOD

2.1. Participants

Participants were drawn from senior high school students in grade X and XI of private *Madrasah Aliyah* (MA) who live in a type-B *pesantren* (N=319) in Yogyakarta Special Region province. *Santris* from this type of *pesantren* were chosen as the participants because they learn English in formal schools (*madrasah*) and learn Islamic scripture at the same time while students from other type of *pesantren* either just learn classical Islamic scripture or just learn secular subject.

2.2. Measures

Data were collected using two types of questionnaire: reading attitude questionnaire and reading motivation questionnaire. The initial set of reading attitude questionnaire consisted of 15 items which were adapted from McKenna et al. [6]. The fifteen items were divided into two constructs, i.e. academic reading and recreational reading both in print setting. Example items were "How do you feel about taking an English reading test?"; and "How do you feel about reading an English textbook?". The items that were retained after factor analysis are presented in Table 1.

The initial set of reading motivation questionnaire consisted of 45 items which were adapted from Wigfield and Guthrie [18]. The items were placed into eleven constructs, i.e. (1) reading efficacy; (2) reading challenge; (3) work avoidance; (4) reading curiosity; (5) reading involvement; (6) importance of reading; (7) competition in reading; (8) reading recognition; (9) reading for grades; (10) social reasons for reading; and (11) reading compliances. Example items were "I am learning to read in English merely because I would like to get good grades"; and "Learning to reading in English is important because it will be useful for my future education". The items retained after factor analysis are presented in Table 3. All items were measured on a 4-point Likert scale (Strongly Agree, Agree, Disagree, and Strongly Disagree).

2.3. Statistical Analysis

The main statistical analyses used in this study were exploratory factor analysis (EFA), confirmatory factor analysis (CFA), reliability analysis, and correlational analysis. EFA was conducted to identify the dimensions of reading attitude and see if the data in this study fits the model of attitude and motivation constructs. Furthermore, CFA was conducted to confirm the factor model based on the EFA result. The reliability analysis was conducted to see the internal consistency for each factor. Finally, correlational analysis was performed to see how the factors underlying the dimensions of reading attitude and motivation are related to each other.

In running the EFA, there were several considerations to eliminate items and factors. First, items were deleted when they did not load on any factor. Then, items were also deleted if they contained factor loading smaller than .30. Third, when a factor had less than three items, it was deleted. It was because the minimum items per factor usually requires three factors [23].

EFA was conducted using both SPSS and M*plus* while CFA was conducted using M*plus*. Four indices with their own criteria were set to indicate a good model fit, such as Comparative Fit Index (CFI > .90), Tucker-Lewis index (TLI > .90), Root Mean Square Error of Approximation (RMSEA < .05), Standardised Root Mean Square Residual (SRMR < .05) (criteria cut-off scores indicated in brackets; see also Hooper, Coughlan, & Mullen [24]). Furthermore, chi-square (x^2) with its degrees of freedom (*df*) ratio values smaller than 2.00 were used as an acceptable model fit criterion [25].

3. RESULTS AND ANALYSIS

3.1. Exploratory and Confirmatory Factor Analysis

From the result of EFA, there were 8 items retained from the initial set of 15 items of reading attitude questionnaire. These 8 items clustered into two factors with 4 items for each factor. The 2-factor model showed a good fit with fit indices of x^2 = 16.62; *df* = 13, x^2/df = 1.28; CFI = .99; TLI = .99; RMSEA = .03; and SRMR = .02. When the same items were tested by CFA, the 2-factor model also showed an excellent fit to the data, with fit indices of x^2 = 29.56, df = 19, x^2/df = 1.55, CFI = .99, TLI = .98, RMSEA = .04, SSMR = .03. Furthermore, factor interpretation based on the results of EFA and CFA is presented in Table 1. As shown in Table 1, there are two factors or dimensions of reading attitude namely reading attitude in academic print and recreational print.

This finding confirms the factors proposed by McKenna et al. [6], [13] which covers academic and recreational reading. The researcher used two factors (i.e. academic reading and recreational reading in print setting) and excluded two other factors related to online setting as the respondents in the present study, based on the observation, were not allowed to bring any gadget and thus had limited access to the internet. The rule prohibiting them to bring any gadget is in line with the article written by Mahasin [26].

Factor one of the reading attitude is labelled as academic reading while factor two is labelled as recreational reading. The reliability coefficients ranged from 0.77 to 0.79 which show a good internal consistency [27]. This finding reflects the tendency that *santris* from type B *pesantren* did read for both their academic and recreational purposes. In accordance with the present results, previous studies have demonstrated that reading attitude dimensions comprise academic reading and recreational reading [6], [7], [13].

Tabel 1. Summary of the Exploratory and Confirmatory Factor Analysis Results: Factors, Items, Standardised Factor Loadings, and Reliability of Each Scale of Reading Attitude

Items	EFA with SPSS/EFA with *MPlus*/CFA	
	Academic Reading	Recreational Reading
1. How do you feel about taking an English reading test?	.76 / .75 / .67	-
2. How do you feel about doing reading English workbook pages and worksheets?	.70 / .75 / .75	-
3. How do you feel about reading an English textbook?	.54 / .60 / .70	-
4. How do you feel when the teacher asks you questions about what you read during English lesson?	.50 / .59 / .64	-
5. How do you feel when you read an English book in school during free time?	-	.79 / .59 / .76
6. How do you feel when you read an English book on Friday?	-	.64 / .70 / .67
7. How do you feel about reading a novel for an English class?	-	.52 / .63 / .60
8. How do you feel about spending free time reading English texts or books?	-	.48 / .59 / .67
Cronbach's Alpha	.79	.77

For reading motivation questionnaire (MRQ), based the result of EFA, there were 21 items retained from the initial set of the 45 items. These 21 items were clustered into 7-factor model with indices x^2 = 1016.50; df = 696, x^2/df = 1.48 CFI = .91; TLI = .87; RMSEA = .04; and SRMR = .03. When the same items were tested by CFA, the 2-factor model also showed an excellent fit to the data, with fit indices x^2 = 229.15, df = 168, x^2/df = 1.36, CFI = .95, TLI = .94, RMSEA = .03, SSMR = .06. Furthermore, factor interpretation based on the results of EFA and CFA is presented in Table 2.

As shown in Table 2, there are seven factors or dimensions of reading motivation namely (1) Reading challenge; (2) Reading involvement; (3) Importance of reading; (4) Reading efficacy; (5) Competition in reading; (6) Compliances; and (7) Social reasons for reading. The loading factors for the three items range from .40 to .77. The reliability coefficient shows a value of .64 which can be considered as reliable. The loading factors for each factor are also considerably high, that is ranging from .62 to .75. The Cronbach's Alpha is also reasonably high with .76.

There are several reasons why the 11 dimensions as suggested by Wigfield and Guthrie [2 18] did not emerge in this study. A possible explanation for this might be that *santris* in this research did not have any reasons for committing reading avoidance in compensations during unsuccessful reading performance. They have been trained to obey whatever they were trained to do. It is a must for *santri* to show obedience to their teachers [20], [28]. The discrepancy could also be attributed to the facts that since *santris* mostly read Islamic books during their stay in *pesantren*s. They might not develop the sense of curiosity as they were well-trained to memorize the verses and hadith during their study, so they did not have much time to read whatever they want to read. The case might be different from those staying in Type-D *pesantren* because *santris* in this *pesantren* could possibly attend the formal school under the supervision of Ministry of Education and Culture (MOEC) [22] in which the components of secular subjects weigh greater than religious subjects.

Tabel. 2 Summary of the Exploratory and Confirmatory Factor Analysis Results: Factors, Items, Standardised Factor Loadings, and Reliability of Each Scale of MRQ

Items	EFA/CFA						
	RC	RI	IR	RE	C	CR	SR
1. I enjoy challenge of difficult reading passage.	.71/.71	-	-	-	-	-	-
2. I like hard and challenging English textbook.	.74/.77	-	-	-	-	-	-
3. I like it when the reading questions in textbooks make me think.	.25/.40	-	-	-	-	-	-
4. I like reading English books.	-	.36/.75	-	-	-	-	-
5. I am interested in reading stories though they are written in English.	-	.41/.62	-	-	-	-	-
6. It is fun to read in English.	-	.40/.73	-	-	-	-	-
7. By learning to read in English, I hope to be able to read English articles in newspapers or internet.	-	-	.82/.68	-	-	-	-
8. Learning to reading in English is important because it will	-	-	.45/.76	-	-	-	-

Tabel. 2 Summary of the Exploratory and Confirmatory Factor Analysis Results: Factors, Items, Standardised Factor Loadings, and Reliability of Each Scale of MRQ

Items	EFA/CFA						
	RC	RI	IR	RE	C	CR	SR
broaden my view.							
9. Learning to reading in English is important because it will be useful for my future education.	-	-	.42/.71	-	-	-	-
10. I am good at reading in English subject.	-	-	-	.48/.54	-	-	-
11. My grades for English reading classes at junior and senior high schools were not very good.	-	-	-	.63/.43	-	-	-
12. English is my weak subject.	-	-	-	.68/.85	-	-	-
13. I am learning to read in English merely because I would like to get good grades.	-	-	-	-	.69/.69	-	-
14. I am taking an English reading class merely because it is a required subject.	-	-	-	-	.84/.78	-	-
15. I would not voluntarily read in English unless it is required as homework or assignment.	-	-	-	-	.36/.52	-	-
16. I like being the only one knows an answer in something we read.	-	-	-	-	-	.64/.69	-
17. I like being the best at reading in English lesson.	-	-	-	-	-	.75/.71	-
18. I like to finish doing English reading tasks before other students.	-	-	-	-	-	.54/.69	-
-19. I talk to my friends about what I read in the previous English lesson.	-	-	-	-	-	-	.69/.83
20. I like to tell my friends about what I am reading in English lesson.	-	-	-	-	-	-	.45/.50
21. I like to visit school library with my friends.	-	-	-	-	-	-	.28/.30
Cronbach's Alpha	.64	.76	.79	.63	.72	.73	.63

Notes: RC= Reading Challenge; RI= Reading Involvement; IR= Importance of Reading; RE= Reading Efficacy; C= Compliances; CR= Competition in Reading; SR= Social Reasons for Reading

3.2. Correlations among the Dimensions

Table 3 shows correlations not only among reading motivation dimensions but also among reading motivation and reading attitude dimensions. This finding is consistent with the previous studies [18], [16], [29], [30], [31] claiming that all the reading motivation dimensions or factors are correlated positively and in the moderate range. Likewise, the finding from reading attitude is also in line with that of McKenna et al. [6] that claim the relationship between academic and recreational reading in print setting is comparably high. Furthermore, as can be seen from Table 3, both reading motivation factors and reading attitude factors are correlated positively. This result, therefore, supports the previous study from Baker and Wigfield [29] stating that motivated readers tend to have positive attitudes toward reading.

As shown in Table 3, all the correlations were positive, and ranged from low to moderately high. The strongest relations included those between Reading involvement and Recreational reading ($r = .79$), Reading involvement and Academic reading ($r = .78$), Academic reading and Recreational reading ($r = .70$), Reading challenge and Reading involvement ($r = .61$), Reading involvement and Competition in reading ($r = .59$), Reading involvement and Importance of reading ($r = .57$), Reading challenge and Recreational reading ($r = .55$), Reading challenge and Academic reading ($r = .54$), Importance of reading and Recreational reading ($r = .54$), Competition in reading and Recreational reading ($r = .54$), Competition in reading and Academic reading ($r = .53$), Importance of reading and Academic reading ($r = .53$), and Reading involvement and Reading efficacy ($r = .51$).

As these factors were correlated each other, there might exist a more general construct that underlies these factors. Therefore, a higher order confirmatory factor analysis was conducted to prove this [23].

Tabel 2. Correlations among the Dimensions

		1	2	3	4	5	6	7	8	9
1.	Reading challenge	1	-	-	-	-	-	-	-	-
2.	Reading involvement	.61	1	-	-	-	-	-	-	-
3.	Importance of reading	.41	.57	1	-	-	-	-	-	-
4.	Reading efficacy	.36	.51	.34	1	-	-	-	-	-
5.	Compliances	.22	.31	.21	.18	1	-	-	-	-
6.	Competition in reading	.41	.59	.40	.35	.21	1	-	-	-
7.	Social reasons for reading	.30	.43	.30	.25	.16	.29	1	-	-
8.	Academic reading	.54	.78	.53	.46	.28	.53	.39	1	-
9.	Recreational reading	.55	.79	.54	.46	.46	.54	.39	.70	1

3.3. Higher-order Confirmatory Factor Analysis

A higher-order CFA model was constructed with the 9 latent variables at the first-order level and 2 factors at the second-order level. The 2 second-order factors represent (a) reading motivation, and (b) reading attitude. The data fit of the second-order model was also good, with fit indices x^2 = 505.50, df = 367, x^2/df = 1.38, CFI = .94, TLI = .93, RMSEA = .03, SSMR = .06. The second-order level factors include reading motivation which underlies 7 factors (i.e. reading challenge, reading involvement, importance of reading, reading efficacy, compliances, competition in reading, and social reasons for reading), and reading attitude which underlies 2 factors (academic and recreational reading). The second-order factorial structure is displayed in Figure 1.

3.4. Analysis

The present study investigated the reading attitude and motivation dimensions among *santri*. In this investigation, reading attitude survey adapted from the model proposed by McKenna et al. [6], and reading motivation questionnaire adapted from Wigfield and Guthrie [18] were employed. Factor analyses in the forms of EFA and CFA were conducted to delineate the number of factors for each model. Factor analysis and computing reliability coefficients showed evidence that both reading attitude and reading motivation questionnaires were reliable and valid.
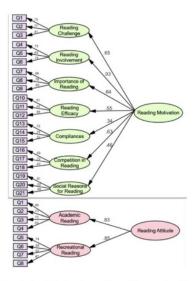

Figure 1. A second-order factorial structure of reading motivation and reading attitude.

From the results of EFA and CFA, it was found that there were 2 dimensions of reading attitude, namely, academic reading and recreational reading. This finding is consistent with the previous studies [6], [13]. The initial set of reading attitude questionnaire only covered these two dimensions in print setting and did not include those in online setting due to the reason that *santri* in this study were prohibited to bring any gadget both in *pesantren* (dormitory) and *madrasah* (school) thus, their access to be online during schooldays

was limited [26]. This finding might be interpreted that reading attitude could be measured by the two constructs, namely, attitude towards academic reading (e.g. reading English textbook, reading assignment), and attitude towards recreational reading (e.g. reading for pleasure such as reading English novel).

The reading motivation scale, based on the EFA and CFA, comprised 7 dimensions, i.e. reading challenge, reading involvement, importance of reading, reading efficacy, compliances, competition in reading, and social reasons for reading. Interestingly, four of the 11 dimensions did not emerge in this study. The reason might be that *santri* were trained to obey and respects their teachers [20], [28], [32], so that they had no reasons to avoid any reading tasks given by their teachers. They mostly read *kitab kuning* or classical Islamic texts either in *pesantren* or at *madrasah*. This fact was found by the researchers in all four different schools during the data collection process. In the classrooms, even, there must be either *kitab kuning* or Holy Qur'an on their school desks. Then, some of them, when they had finished completing the questionnaires, they started reading their *kitab* and writing some verses in *Arabic* on a piece of paper. As they had a tight schedule in the dormitory, they did not have much time to read things other what have been assigned to them. This statement was given by the *santri* themselves to the researcher. This reason might lead them not to have much curiosity to read. In the same vein, some *santris* admitted that English was not their top priority since their main purpose living and studying in pesantren was focusing on the study of religious texts and for some, memorizing verses from Holy Qur'an. This is in line with the statement from Dhofier [21] stating that the main reason for santri choosing pesantren life was to study Holy Qur'an, Hadith, and other Islamic scriptures. Therefore, they presumably neither care for their recognition nor their grades in English reading.

This finding might be different from those staying in Type-D *pesantren* or modern *pesantren* as these types of *pesantren* did not include the teaching of Islamic classical text to their *santri*. Furthermore, those staying in Type-D *pesantren* could attend any formal school outside the *pesantren* [22]. They could possibly choose a formal school under the supervision of Ministry of Education and Culture (MOEC) such as *SMA (Sekolah Menengah Atas)* which secular subjects weigh greater than religious subjects. *Santris* who live in modern pesantren with modern system of *pesantren* might also have different results as both Arabic and English were taught there. In contrast to the Type-B and other traditional pesantren, in some modern pesantren, even, *santri* were obliged to communicate in both Arabic and English in their dormitory [33].

Correlations analyses revealed that the seven factors correlated positively with each other. The results also showed that even there were positive correlations between reading attitude factors and reading motivation factors. This result reflects that of Baker and Wigfield [30] which found that motivated readers tend to have positive reading attitudes. Furthermore, a higher order confirmatory factor analysis was conducted to prove that there might exist a more general construct that underlies these factors since they correlated positively. The higher order CFA model revealed that the second-order level, consisting of two factors, was in a good fit model.

4. CONCLUSION

The present study has demonstrated, for the first time, which the two dimensions of reading attitude have emerged among *santris'* reading attitude. However, the eleven dimensions of reading motivation did not completely emerge among *santris*. These results imply that *santris* might have different reading motivation compared to those studying in public high schools (SMAs) and or vocational high schools (SMKs). This may suggest that teachers at *pesantrens* might need to adjust *pesantren* learning time to promote their learners reading attitude and motivation. The results of this research also suggest that the school authorities as well as the English teachers encourage *santris* to read more so that they would gain their reading curiosity, recognition, and grades. For example, students or *santris* are given a deeper understanding on the importance of reading English for final exam, so that they would consider their recognition and grades in reading, which is, could presumably improve their reading motivation.

This current research was limited in several ways. First, it has only examined the reading attitude and motivation among *santri* in Yogyakarta Special Region only. Second, the participants were only from *pesantren*-based senior high school. Future studies can also conduct the similar research in *pesantren*-based junior high schools or even in some *pesantren*-based elementary schools with children as the participants. Third, this present study was limited in Type-B *pesantren* only. While students living in other types of *pesantren* are defined as *santri*, more research using similar questionnaires can also be conducted in other types of *pesantren*.

REFERENCES
[1]   Harrison, C, "Understanding Reading Development," *London: SAGE Publication Ltd*, 2004.
[2]   Noor, N. M, "Reading Habits and Preferences of EFL Post Graduates: A Case Study," *Conaplin Journal,* vol.1, pp. 1-9, 2011.

[3]   Nation, I. Teaching ESL/EFL Reading and Writing. New York: Routledge; 2009.

[4]   Salikin, H., Bin-Tahir, S. Z., Kusumaningputri, R., & Yuliandari, D. P, "The Indonesian EFL Learners' Motivation in Reading," *Canadian Center of Science and Education,* vol. 10, pp. 81-90, 2017.

[5]   BSNP (National Education Standards Agency in Bahasa), *"Operational Procedures for the 2016/2017 Academic Year National Examination Implementation Standards,"* 2017; Available from: http://bsnp-indonesia.org/wp-content/uploads/2017/01/0043-POS-UN-Tahun-2017-FINAL.pdf.

[6]   McKenna, M.C., Conradi, K., Lawrence, C., Jang, B.G., Meyer, J.P, "Reading Attitudes of Middle School Students: Results of a U.S. Survey," *Reading Research Quarterly,* vol.47, pp. 283-306, 2012.

[7]   Conradi, K., Jang, B. G., Bryant, C., Craft, A., & McKenna, M. C, "Measuring Adolescents' Attitudes Toward Reading: A Classroom Survey," *Journal of Adolescent & Adult Literacy,* vol. 56, pp. 565-576, 2013.

[8]   Unrau, N., & Schlackman, J, "Motivation and its relationship with reading achievement in an urban middle school," *The Journal of Educational Research,* PP. 81-101, 2006.

[9]   Guthrie, J. T., Klauda, S. L., & Ho, A. N, "Modelling the Relationships among Reading Instruction, Motivation, Engagement, and Achievement for Adolescents," *Reading Research Quarterl,* vol. 48, pp. 9-26, 2013.

[10] Bappeda   DIY.   *Aplikasi   Dataku.*   Available   from   Aplikasi   Dataku: http://bappeda.jogjaprov.go.id/dataku/pencarian_data/index [Accessed August 14, 2017].

[11] Smith, M. C. A longitudinal investigation of reading attitude development from childhood to adulthood. *The Journal of Educational Research.* 1990; vol.83, pp. 215-219.

[12] Petscher, Y. A, "Meta-Analysis of the Relationship Between Student Attitudes Toward Reading and Achievement In Reading," *Journal of Research in Reading,*; vol. 33, pp. 335-355, 2010.

[13] McKenna, M. C., Kear, D. J., & Ellsworth, R. A, "Children's Attitudes Toward Reading: A National Survey," *Reading Research Quarterly,* vol. 30, pp. 934-956, 1995.

[14] Gambrell, L. B., Palmer, B. M., Codling, R. M., & Mazzoni, S. A, "Assessing Motivation to Read," *The Reading Teacher,* pp. 518-533, 1996.

[15] Guthrie, J. T., & Wigfield, A, "Engagement and Motivation in Reading," In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr. (eds). *Handbook of Reading Research.* Mahwah, New Jersey: Lawrence Erlbaum Associates, pp. 403-422, 2000.

[16] Wang, J. H. Y., & Guthrie, J. T, "Modeling the Effects of Intrinsic Motivation, Extrinsic Motivation, Amount of Reading, and Past Reading Achievement on Text Comprehension Between U.S. and Chinese Students," *Reading Research Quarterly,* vol. 39, pp. 162-186, 2004.

[17] Mori, S, "Redefining Motivation to Read in a Foreign Language," *Reading in a Foreign Language,* vol.14, pp. 91-110, 2002.

[18] Wigfield, A., Guthrie, J.T., "Relations of Children's Motivation for Reading to the Amount and Breadth of their Reading," *Journal of Educational Psychology,* vol. 89, pp. 420-432, 1997.

[19] Hidayat, R. Santri, kyai, and Ulama: Framing masculinity within Indonesian religious elites. In International Workshop on Masculinities in Asia. Singapore: National University of Singapore, pp. 1-14, 2011.

[20] Fauzi, M, "Traditional Islam in Javanese Society: The roles of Kyai and Pesantren in Preserving Islamic Tradition and Negotiating Modernity," *Journal of Indonesian Islam,* vol. 6, pp. 125-144, 2012.

[21] Dhofier, Z, *Pesantren Tradition: Study of the Kyai's Life View and His Vision of Indonesia's Future.* Jakarta: LP3ES; 2011.

[22] Muhaimin, A. G. *The Islamic traditions of Cirebon: Ibadat and adat among Javanese muslims.* Canberra: ANU E Press; 2006.

[23] Wang, J., & Wang, X. *Structural equation modeling: Applications using Mplus.* West Sussex: John Wiley & Sons Ltd; 2012.

[24] Hooper, D., Coughlan, J., & Mullen, M. R, "Structural Equation Modelling: Guidelines for Determining Model fit," *Electronic Journal of Business Rsearch Methods,* vol. 6, pp. 53-60, 2008.

[25] Byrne, B. M, "The Maslach Burnout Inventory: Validating Factorial Structure And Invariance Across Intermediate, Secondary, and University Students, *Multivariate behavioral research,* vol. 26, pp. 583-605, 1991.

[26] Mahasin, A. *Santri: Generasi millenial-vertikal.* Available from NU Online: http://www.nu.or.id/post/read/81658/santri-generasi-millennial-vertikal [Accessed 11 February, 2018].

[27] Field, A, *Discovering statistics using SPSS 3rd edition.* London: SAGE Publications Ltd; 2009.

[28] Asnawi, Y. H., Soetarto, E., Damanhuri, D. S., & Sunito, S, "Values and Tradition Inheritance in the Pesantren," *Research on Humanities and Social Sciences,* vol. 6, pp. 27-31, 2016.

[29] Baker, L., & Wigfield, A, "Dimensions of Children's Motivation for Reading and their Relations to Reading Activity and Reading Achievement," *Reading Research Quarterly,* vol. 34, pp. 452-477, 1999.

[30] Watkins, M. W., & Coffey, D. Y., "Reading Motivation: Multidimensional and Indeterminate," *Journal of Educational Psychology,* vol. 96, pp. 110-118, 2004.

[31] Guthrie, J. T., Hoa, A. L., Wigfield, A., Tonks, S. M., Humenick, N. M., & Littles, E., "Reading Motivation and Reading Comprehension Growth in the Later Elementary Years," *Contemporary Educational Psychology,* pp.282-313, 2007.

[32] Chairani, L., & Subandi, M. *Psychology of santri pengafal Al Qur'an: The role of self regulation.* Yogyakarta: Pustaka Pelajar; 2010.

[33] Zarkasyi, H. F., "Modern Pondok Pesantren: Maintaining Tradition in Modern System," *Tsaqafah Jurnal Peradaban Islam,* vol.11, pp. 223-248, 2015.

Reinventing the Dimensions of Reading ATtitude and Motivation Among Santri

11% SIMILARITY INDEX

12% INTERNET SOURCES

4% PUBLICATIONS

6% STUDENT PAPERS

1	www.tandfonline.com Internet Source	**5**%
2	journal.uad.ac.id Internet Source	**5**%
3	Hanoi University Publication	**2**%

Exclude quotes	On	Exclude matches	< 2%
Exclude bibliography	On		

Reinventing the Dimensions of Reading ATtitude and Motivation Among Santri