

The Impact of Reading Interest on the Academic Performance of Elementary School Students

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ABSTRACT

The purpose of this study was to determine the effect of reading interest on student learning outcomes and how much contribution (significance) reading interest has on student learning outcomes. The research method uses a correlational associative approach. This research was conducted at SDN 02 Lubuklinggau. The research sample was class VI students as many as 38 students. The results showed that the independent variable (reading interest) influenced the dependent variable (learning outcomes) by 747%. The conclusion of the research reveals that there is an influence of reading interest on student learning outcomes at SDN 02 Lubuklinggau. The contribution of the results of this study as enrichment material related to the problem of low student learning outcomes is caused by the factor of low student reading interest, the role of elementary school teachers can provide learning that is based on increasing student reading interest.

1. INTRODUCTION

Learning is an activity that is intentional and carried out by individuals to change their abilities, by learning students who were previously unable to do something, become able to do something, or students who were previously unskilled become skilled. Learning is a process in which an organism changes its behavior as a result of experience (Sunarto & Hartono, 2013). Learning is an effort made by a teacher or educator to teach students who learn. In schools, learning is a task assigned to teachers, because teachers are professionals who are prepared for it. Learning in schools is increasingly developing, from traditional teaching to learning with modern systems, learning will be able to affect student learning outcomes (Arsyad, 2013).

The benchmark of student learning behavior can be seen through learning outcomes. Learning outcomes are manifestations of learning behavior that can be seen and observed through changes, habits, skills, attitudes, observations, and abilities. The success of students in following the learning process at school can be seen from the learning outcomes themselves. Learning outcomes are a measure of the achievement of learning behavior that students have done, therefore learning behavior will be able to influence student learning outcomes (Dimiyati & Mudjiono, 2019). The learning process that is carried out continuously influences learning outcomes. Learning is an activity that is deliberate and carried out by students so that changes in their abilities occur (Budiningsih, 2015), by learning students who were previously unable to do something, become able to

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do something, or students who were previously unskilled become skilled (Manizar, 2019). Learning is a process in which an organism changes its behavior as a result of experience. Learning is an effort made by a teacher or educator to teach students who learn.

Recently, research results reveal the factors that shape students' reading interests. Many students are lazier to read than students who like to read, this is motivated by several factors such as internal factors and external factors (Balqis et al., 2021). Students' reading interest is at the middle to lower average level (by 40%), so there needs to be an effort to increase students' reading interest (Hapsari et al., 2019). Another problem is that students' reading skills are still low, students have not read fluently by 19.23%, students lack clear articulation in pronunciation (pronunciation) by 3.85%, and students still mispronounce words in one sentence by 15.38%. In addition, there are 65.38% of students still have difficulty understanding the meaning contained in reading (Sari, 2018). The research results have revealed that it is clear that reading interest is an important aspect and has an influence on student learning outcomes.

According to statistics from UNESCO (2003), the reading interest of Indonesian people is very alarming, which is only 0.001%. That means, out of 1,000 people, there is only 1 person who diligently reads in Indonesia. Furthermore, from research data conducted by the United Nations Development Programme (UNDP), the Human Development Index (HDI) at the education level in Indonesia is still relatively low, which is around 14.6%. The low interest in reading in Indonesia can be influenced by several factors. The first factor is the absence of habituation in reading that is instilled in children from an early age. Childhood is a golden age period where children are experiencing rapid growth so that parents can shape their children's character. Second, access such as uneven educational facilities and the lack of quality educational facilities as well as the lack of book production in the Indonesian region due to publishers in undeveloped areas (Prasrihamni et al., 2022).

Reading books is a means to gain information and knowledge, by reading students gain new insights and understanding from what they read and learn (Blanton, 2015). Reading is a language skill that requires an understanding of the content of reading. The benefits of reading for students as a means of communication and information (Cangara, 2016). Reading is an activity of taking meaning from reading to develop knowledge and potential. Reading interests can encourage students to actively expand their knowledge. The higher the reading interest in students, the higher the learning outcomes they receive, so they are expected to achieve optimal learning goals. In this regard, students who have a reading interest in themselves will have a passion or tendency to see and understand the contents of what is written, either by pronouncing or spelling what is written or just silently. Accompanied by a feeling of pleasure because they feel there is an interest in it. Therefore, reading interest is very important for students learning development.

Books are one of the main things in the learning process. In addition to tools such as books, what is needed in the student learning process is the student's willingness to read, commonly referred to as reading interest. Reading interest is related to the values that make a person have choices in life (Tarigan, 2018). Interest is a mental device consisting of a mixture of feelings, hopes, attitudes, prejudices, fears, or other tendencies that lead a person to a certain choice. Reading interest is a psychological factor that influences a person's actions. One of them is interest in book ownership (Syah, 2013). The availability of books and also interest in learning with the hope that students can follow the learning process well.

To arouse interest in reading, the first step that must be done is to foster student learning motivation. According to Brown, suggesting that there are eight indicators of learning motivation that can be recognized during the learning process, for students who have high learning motivation, namely (1) interest in teachers. (2) interested in the subjects taught. (3) have high enthusiasm and self-control. (4) want to always join class groups. (5) want his identity to be recognized by others. (6) His actions, habits, and morals are always under self-control. (7) Always remember the lesson and relearn it. (8) always controlled by its environment (Mantahir & Hamsiah, 2019).

At this time students are faced with the problem of how to overcome time constraints and read relatively short but can obtain as much information as possible (Rahmania et al., 2015). Students' literacy skills in reading can certainly be very necessary for students to keep abreast of all developments, especially those related to their world of education (Yuriza et al., 2018; Juhanda & Maryanto, 2018). Reading literacy skills are needed by students along with the rapid development of information and technology in today's world. Reading literacy can be a means for students to recognize, understand, and apply the knowledge gained at school. The rapid development of information and technology has brought this nation a setback in terms of reading interest

(Hanggi, 2016). Students now spend more time watching TV or spending their time in front of gadget screens (Permatasari, 2015).

The relevance of reading interest influences student learning outcomes, this is based on the fact that the higher the student's reading interest, the higher the student's learning outcomes. Conversely, the lower the student's reading interest, the lower the student's learning outcomes. Interest in learning is one of the factors that are very important for the success of learning students have, interest arises from within the students themselves (Yunitasari & Hanifah, 2020). The problem of low student interest in learning in schools occurs because the dominant teaching and learning activities are always teacher-centered, the teacher is more dominant in the learning process, and students become passive then has an impact on reading motivation is low. This is important for teachers to pay attention to understand the importance of student learning activeness, especially in terms of reading interest.

The current problem is that students' reading skills in primary schools are low, this is due to the lack of interesting reading sources for students. In addition, local language habits make students less able to understand vocabulary in Indonesian. UNESCO 2012 statistics show that the reading interest index in Indonesia is 0.001. This means that for every 1,000 people, only one student has an interest in reading. According to UNESCO's Education Development Index, Indonesia is number 69 out of 127 countries (Maharani, 2017).

The existence of the influence of reading interest on student learning outcomes is because learning outcomes are patterns of actions, values, notions, attitudes, appreciation, skills, and potential (Widayanti, 2014), the form of learning outcomes is not only in the form of grades, but can be in the form of changes, reasoning, discipline, skills and so on that lead to positive changes. Learning outcomes are competencies and skills possessed by students obtained through the learning process (Molstad & Karseth, 2016). Learning outcomes show the actual abilities of students who have experienced the process of transferring knowledge from someone who can be said to be an adult or have less knowledge. So with learning outcomes, people can find out how far students can capture, understand, and have certain subject matter.

Student learning outcomes are achievements that students achieve academically through exams and assignments, actively asking and answering questions that support the acquisition of these learning outcomes (Dakhi, 2020). As one of the references to measure the success of the learning process, learning outcomes reflect the results of the learning process that shows the extent to which students, teachers, learning processes, and educational institutions have achieved predetermined educational goals (Kpolovie et al., 2014). Learning outcomes are information about progress to achieve further student goals, both the whole class and each individual, to determine student abilities, determine difficulties and suggest remedial or corrective activities. It can be interpreted that learning outcomes are also a report on what students have obtained in the process of learning activities.

Based on initial observations at SDN 02 Lubuklinggau, it was found that students were still lacking in reading interest in books, students only wanted to read when students were told by the teacher. The students do not have a deeper curiosity about the reading material, which makes it difficult for them to prioritize things that are considered important in the reading process, namely understanding the content of the reading. High curiosity will create curiosity to find out more details and depth about the material to be read.

The purpose of this study was to determine the effect of reading interest on student learning outcomes. The focus of this research study discusses much contribution and significance of the effect of reading interest on student learning outcomes. The hypotheses proposed in this study are (1) H0: there is no effect of reading interest on the learning outcomes of elementary school students. (2) H1: there is an effect of reading interest on the learning outcomes of elementary school students.

2. METHOD

2.1 Design

The research method uses a correlational associative approach design. The correlational associative approach is a research approach with a focus on the goal of knowing whether there is a relationship between variables or several variables with other variables. The aim is to test whether there is a relationship between these variables and reveal how much strength the relationship between the variables is measured (Sugiyono, 2017). This correlational associative approach design is used to determine whether there is a relationship and

influence between reading interest variables and learning outcomes, as well as how much significance the two variables have.

2.2 Population and Sample

This research was conducted at SDN 02 Lubuklinggau in the 2020/2021 school year. The population in this study were all grade VI students totaling 30 people. Sampling using a population sampling technique.

2.3 Instruments and Data Collection

The research instrument used a questionnaire, data collection using a reading interest scale, and learning outcomes. The data collection process goes through two steps, namely pretest, and posttest.

Instrument validity using Pearson Bivariate correlation, the validity results show on the reading interest scale there are 37 scale items declared valid, and on the learning outcomes scale there are 33 scale items declared valid. The results of the validity test on the reading interest scale and the learning outcomes scale obtained the results of r_{count} (correlation coefficient value) $> r_{table}$ ($\alpha = 0.05$), this means that the items on both instruments are valid.

The reliability of the instrument uses Cronbach's alpha reliability test, the alpha value shows the Cronbach alpha coefficient value of the reading interest scale of 0.703 (reliable), the Cronbach alpha coefficient value of the learning outcomes scale of 0.845 (reliable). The results of the reliability test showed that all the instrument items on the reading interest scale and the reading interest scale have high reliability and consistency to be used as research instruments.

2.4 Data Analysis

Data analysis uses simple linear regression analysis, namely the relationship model between one dependent variable and one independent variable, this analysis is used to determine the causal relationship that occurs between one variable and another.

2.5 Procedure

The steps of implementing this research include (1) determining the topic; (2) literature study; (3) research design; (4) exploration and data collection; (5) data analysis; (6) conclusion drawing.

3. RESULT AND DISCUSSION

3.1 Result

3.1.1 Description of Students' Reading Interest

The description of students' reading interest is classified into 5 (five) categories, including (1) very high; (2) high; (3) medium; (4) low; (5) very low. The description of students' reading interest is explained in the Table 1 below:

Table 1. Description of Students' Reading Interest

Interval	Category	Frequency	Percentage
86-100	Very High	0	0%
66-85	High	19	50%
56-65	Average	19	50%
36-55	Low	0	0%
0-35	Very Low	0	0%
N		38	100%

The table above explains that reading interest in the very high category was 0 students (0%), reading interest in the high category was 19 students (50%), reading interest in the medium category was 19 students (50%), reading inte-rest in the low category was 0 students (0%), and reading interest in the very low category was 0 students (0%). The average value of students' reading interest is 50%. The description of students' reading interest's shows that students have reading interest in the high and medium categories.

3.1.2 Description of Students' Learning Outcomes

Description of students' learning outcomes is classified into 5 (five) categories, including (1) very high; (2) high; (3) medium; (4) low; (5) very low. The description of students' learning outcomes is explained in the Table 3 below:

Table 3. Description of Students' Learning Outcomes

Interval	Category	Frequency	Percentage
86-100	Very High	0	0%
66-85	High	20	55%
56-65	Average	18	45%
36-55	Low	0	0%
0-35	Very Low	0	0%
N		38	100%

The table above explains that learning outcomes in the very high category were 0 students (0%), learning outcomes in the high category were 20 students (55%), learning outcomes in the medium category were 18 students (45%), learning outcomes in the low category were 0 students (0%), and learning outcomes in the very low category were 0 students (0%). The average value of students' reading interest is 50%. The description of students' learning outcomes shows that students have learning outcomes in the high and medium categories.

3.1.3 Results of Hypothesis Testing

Hypothesis testing is conducted to determine whether there is an influence of the independent variable (reading interest) on the dependent variable (learning outcomes). Hypothesis testing uses Pearson correlation analysis. The results of hypothesis testing are described in the table 2 below:

Table 2. Pearson Correlation Coefficient Analysis

		Correlations	
		Reading Interest	Learning Outcomes
Reading Interest	Pearson Correlation	1	.747
	Sig. (2-tailed)		.000
	N	30	30
Learning Outcomes	Pearson Correlation	.747	1
	Sig. (2-tailed)	.000	
	N	30	30

The table above explains that the independent variable (reading interest) and the dependent variable (learning outcomes) have a correlation of 0.747 ($0.747 > 0.402$). The results of hypothesis testing show that H0: there is no effect of reading interest on learning outcomes of elementary school students (accepted) and H1: there is an effect of reading interest on learning outcomes of elementary school students (rejected). The results of the study found that the independent variable (reading interest) had an influence of 747% on the dependent variable (learning outcomes).

3.2 Discussion

The results showed that there is an effect of reading interest on student learning outcomes, the influence between reading interest and learning outcomes can be seen from the two variables having a significant correlation so that it can be generalized to the study population. The results of the study found that the independent variable (reading interest) had an influence of 747% on the dependent variable (learning outcomes). The results of the study concluded that there is an influence between reading interest on learning outcomes in SDN 02 Lubuklinggau.

Theoretically, reading interest influences student learning outcomes, this is because consistency in carrying out learning activities carried out by students and accompanied by high attention will help students increase their knowledge and understanding of the material they learn. Reading interest is related to the level of ownership because students who like to read certainly have a sense of interest in owning many books. Reading interest is very important for students. With the habit of reading books, students will get used to having

a strong reading interest. Students who have a high reading interest will try to read varied readings. They not only read the reading that they need at that time but also read the reading that they consider important. Four aspects can be used to determine a person's level of reading interest, namely 1) reading pleasure; 2) awareness of the benefits of reading; 3) reading frequency; and 4) the number of books ever read (Sudarsana, 2014).

The relevance of the results of this study with the results of previous research shows that reading interest influences student learning outcomes. Research findings show that reading interest and learning motivation has a significant relationship together with learning outcomes (Sari, 2020). Reading interest has continuity with student learning outcomes, where the higher the student's reading interest, the higher the student's learning outcomes, and vice versa the lower the student's reading interest, the lower the student's learning outcomes (Sari et al., 2020). There is a relationship between reading interest and the learning outcomes of elementary school students (Fatayan et al., 2022). This increase in learning outcomes also affects students' reading interests (Suparman et al., 2020). There is no significant relationship between reading interest and learning achievement of elementary school students (Marlina & Ardiyaningrum, 2021).

In the findings of this study, student learning outcomes are inseparable from the habits he does in his daily life to support his learning process, positive activities such as reading books can certainly have a positive impact on student learning outcomes. One of the good habits is reading. People who have a strong desire to read will be realized their willingness to get reading material and then read it on their awareness or external encouragement (Apriliani & Radia, 2020). Reading is the heart of education, the more often students read, the more their knowledge and insight will increase and expand. The existence of knowledge and insight possessed by students will have a very positive influence on the success of the student's learning. Reading interest has a big influence on learning outcomes, there is a positive and significant influence between reading interest on affective learning outcomes. Reading is a process of capturing or obtaining the concepts intended by the author, interpreting, evaluating the author's concepts, and reflecting or acting as intended from those concepts. So reading is not only about filtering letters into sentences, but understanding the concepts and then reflecting or acting according to the concepts they understand in everyday life.

Reading interest has an important role in student learning behavior, there are several factors as reinforcers of students' reading interest including facilities and infrastructure factors, teacher instructions in learning, and the environment. In addition, the results of the research reveal that the factors that shape students' reading interest are influenced by achievement motivation (Prayogi & Utomo, 2021; Utomo et al., 2018; Utomo & Zubaidah, 2020), self-confidence (Utomo & Sholihah, 2021), interpersonal intelligence (Pahlevi et al., 2021), peers (Utomo & Pahlevi, 2022), parenting (Pahlevi & Utomo, 2022), emotional intelligence (Wardiah, 2017). These factors have an impact on students' reading interests. When students are influenced by high reading interest, the habit of reading books in students will affect student learning outcomes, and vice versa when the habit of reading books is low, learning outcomes tend to be low.

Reading interests such as reading books tends to produce high learning outcomes, and vice versa, if the habit of reading books is lacking it, will produce low achievement. Students' reading interest plays an important role in efforts to improve student learning outcomes. High student reading interest is the main vehicle for achieving student learning success. For this reason, the importance of the reading literacy movement, students and teachers will get many benefits to support learning and teaching activities (Wulanjani & Anggraeni, 2019). The effect of reading interest is very broad, new knowledge will be opened so that knowledge and insight will be wider. This is what is highly expected of students. It is not only reading textbooks that have an effect but also other reading books (Kasper et al., 2018).

Judging from its role, reading activities can stimulate students' brain work. Information obtained from reading is sometimes not immediately accepted but confirmed with previously stored memory. In this case, the teacher can also be influential in fostering students' reading interests. Teachers in this regard should try to arouse students' interest in learning to master the field of study in a way that is good, useful, and following the expectations to be achieved (Anisah, 2016). Indicators to determine the level of students' reading interest are frequency and quantity of reading. This is defined as the frequency (frequency) and time a person uses to read. Someone who has a reading interest will do a lot of reading activities (Dalman, 2013). Interest is one of the internal factors that can affect student learning outcomes.

Interest has a big influence because if the subject matter studied is not following interests, students will not study seriously. A person's interest can grow with a sense of like or pleasure and pay more attention to an

activity or thing that is done (Hapnita et al., 2018). One way to foster students' reading interest includes (1) getting children used to reading books; (2) inviting children to bookstores or libraries; (3) buying books that match children's interests or hobbies; (4) exchanging books with friends; (5) placing books in an easily accessible place; (6) increasing the collection of various kinds of reading books (Harjanto, 2011). In addition, one of the ways to grow students' reading interest is to give books to students, with this students' reading interest will grow. Students will be able to be encouraged to think and do positive things, for example solving problems as recommended in the textbook, making observations suggested in the textbook, or doing training instructed in the textbook. With such constructive encouragement, bad or destructive impulses or motives will be reduced or obstructed.

Based on the results of the research, the findings reveal that the role of reading interest has a very important position in the achievement of student learning outcomes, reading interest is one of the factors that is a very strong driving reason for students to do and improve learning success. The role of reading interest as the main source of triggers for students in carrying out learning behavior activities. Therefore, teachers at school and parents at home must be able and better understand students' reading interests. It can be concluded that reading interest plays an important role in efforts to improve student learning outcomes. The high reading interest of students is the main aspect of achieving learning achievement.

4. IMPLICATIONS AND CONTRIBUTIONS

The results of the study can be used as a contribution both theoretically and practically related to the effect of reading interest on school student learning outcomes. The following describes the implications of the research results (1) for the teachers, teachers are expected to increase students' reading interest at school through learning activities in the classroom that can stimulate students' reading interest; (2) for the parents, parents are expected to provide appropriate parenting and facilitate student learning at home to increase student reading interest.

5. RESEARCH LIMITATIONS

Although the more interesting finding in this study is that there is an effect of reading interest on student learning outcomes at school, it is clear that the role of reading interest contributes to and is significant to student learning outcomes. However, the conclusions in this study cannot be generalized to the entire population (all students) in schools, this is because the sample size is limited and only taken based on criteria. To overcome the limitations of this study, it is recommended that future research consider the use of samples and the efficiency of research time.

6. CONCLUSION

Students' learning outcomes are inseparable from the habits they carry out in their daily learning behavior, one aspect of supporting learning outcomes is reading interest. The results showed that there was an effect of reading interest on the learning outcomes of school students, reading interest is one of the factors that is a very strong driving reason students to do and improve learning success, as well as the main source of triggers for students in carrying out learning behavior activities. The conclusion of the research found that the role of reading interest has a very important position in the achievement of student learning outcomes, reading interest is one of the factors that is a very strong driving reason for students to do and improve learning success. The role of reading interest as the main source of triggers for students in carrying out learning behavior activities.

Recommendations and suggestions for the results of this study include (1) further research the limitations of this study are to focus on correlation research; (2) the results of this study are expected to be used as reference material and novelty related to the effect of reading interest on school student learning outcomes; (3) teachers at school and parents at home must be able and better understand students' reading interest.

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AUTHOR CONTRIBUTION STATEMENT

The originality of this article can be proven and the authors are fully responsible, the authors can complete their respective tasks in accordance with research ethics and procedures.

CONFLICT OF INTEREST STATEMENT

The author declared they have no potential conflicts of interest with respect to the significant competing financial, sponsorship, commercial, legal, organizations, or professional relationship that could influence the research, authorship, and/or publication of this article.

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