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The Effect of Reading Interest on Learning Outcomes among High School Students

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ABSTRACT

Background: Low student learning outcomes are often associated with low reading interest. Reading interest plays an important role in improving students' understanding, knowledge, and academic achievement. Therefore, increasing students' reading interest has become an important concern for teachers and schools. **Objective**: This study aimed to determine the effect of reading interest on students' learning outcomes and to identify its contribution to learning achievement. **Method:** The study employed a correlational associative research design. The research was conducted at SMA Plus Merdeka Soreang during the 2024 academic year. The sample consisted of 38 second-grade students selected using a population sampling technique. Data were collected using reading interest and learning outcomes questionnaires and analysed using Pearson correlation analysis and simple linear regression. **Result:** The findings revealed a significant positive relationship between reading interest and students' learning outcomes, with a correlation coefficient of 0.747 and a significance value of 0.000. **Conclusion:** The study concludes that reading interest strongly influences students' learning outcomes. **Originality/Value:** This study offers empirical and practical novelty to secondary educational evaluation by demonstrating the strong predictive association and significant contribution of reading interest toward academic achievement and conceptual comprehension across subjects within a private high school setting, an area that remains limited in direct correlational documentation. These findings enrich the empirical literature and serve as a strategic reference for educators and institutional policymakers in designing school-wide literacy initiatives and habit-forming reading interventions to elevate student learning outcomes systematically.

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1. INTRODUCTION

In the educational process, student success is reflected in the learning outcomes achieved through learning activities. Learning outcomes are important indicators of students' mastery of knowledge, skills, and attitudes after participating in the learning process (Safithri & Muchlis, 2022). Learning outcomes are used not only to measure students' academic achievement but also to evaluate the effectiveness of the educational processes implemented in schools. High learning outcomes indicate that students can understand, apply, and build on the knowledge gained during the learning process. Conversely, low learning outcomes often indicate obstacles in students' learning processes that require serious attention from teachers, schools, and parents.

Both internal and external factors influence student learning outcomes. Internal factors include motivation, learning readiness, intelligence, learning styles, and reading interest, while external factors include family environ-

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ment, school environment, teaching methods, and learning facilities. Among these factors, reading interest is considered one of the most important internal factors affecting students' academic success (Firmazelin et al., 2023). Reading interest is an important aspect of the learning process because reading activities enable students to acquire information, broaden their knowledge, improve language skills, and develop critical thinking abilities. Students who actively engage in reading activities generally demonstrate greater curiosity and stronger motivation to learn.

Reading interest refers to an individual's tendency to engage in reading activities with pleasure, awareness, and willingness. Students with high reading interest tend to be more active in seeking information, expanding their knowledge, and improving their understanding of learning materials. In contrast, low reading interest may lead to insufficient understanding of learning materials, ultimately affecting students' learning outcomes (Riyanti et al., 2019). Reading is not merely recognising written symbols or texts but also involves understanding meaning, interpreting information, analysing ideas, and developing students' critical thinking abilities. From a cognitive lear-ning perspective, students who actively engage in reading activities are more likely to process information deeply and achieve better academic performance. Therefore, reading interest plays a crucial role in shaping the quality of student learning and supporting academic achievement.

In the current era of technological and informational development, students' reading interest has become a major educational challenge. The rapid growth of digital media, social networking platforms, and excessive gadget use often makes students more interested in entertainment than in reading books or academic materials. This condition has contributed to a relatively low level of literacy among students (Gomes et al., 2024). In fact, reading plays an essential role in supporting academic success by enabling students to acquire knowledge across school subjects and everyday life. Reading activities also help students improve concentration, comprehension, analytical thinking, and communication skills, which are important competencies in modern education. Therefore, low reading interest has become a serious issue because it can affect students' thinking abilities, comprehension of learning materials, and academic achievement.

The issue of low reading interest has become increasingly important in Indonesia's educational development. Students who rarely engage in reading activities tend to have difficulty understanding learning materials, completing assignments, and developing higher-order thinking skills. In contrast, students who frequently read are generally better able to understand concepts, analyse information, and achieve better academic performance. Therefore, improving students' reading interest should be a priority for schools, teachers, and parents to strengthen literacy culture and improve educational quality. Schools need to create supportive literacy environments through reading programs, library utilisation, and literacy-based learning activities that encourage students to develop sustainable reading habits.

Several previous studies have shown that reading interest is positively associated with students' learning outcomes. Previous findings indicate that reading literacy and reading interest are significantly related to students' learning outcomes (Firmazelin et al., 2023; Yanti et al., 2024). Other studies also revealed that students with higher reading interest tend to achieve better learning outcomes (Dani, 2021; Firmazelin et al., 2023). These findings indicate that reading interest contributes positively to students' academic achievement and learning effectiveness. However, many students still demonstrate low reading interest, which negatively affects the optimisation of their academic achievement.

Although previous studies have discussed the relationship between reading interest and learning outcomes, most studies have focused on elementary school students. Research examining the influence of reading interest on learning outcomes among high school students remains limited. Furthermore, studies investigating reading interest amid rapid digital technology development remain relatively scarce. High school students face different academic demands and learning challenges compared to elementary school students, particularly in the context of digital technology exposure and information accessibility. Therefore, further research is needed to strengthen findings on the influence of reading interest on learning outcomes at the secondary education level, particularly in the context of modern educational challenges.

Based on preliminary observations conducted at SMA Plus Merdeka Soreang, some students still demonstrated poor reading habits, both in reading textbooks and other reading materials. This condition was reflected in students' low enthusiasm for utilising the school library and the limited frequency of reading activities outside classroom hours. Some students also showed low motivation to read independently unless required by teachers during classroom learning activities. On the other hand, students' learning outcomes remained varied and had not yet reached optimal achievement. These conditions indicate that reading interest remains an important factor that should be considered in improving students' learning outcomes.

This study extends previous research by examining the influence of reading interest on learning outcomes among high school students at SMA Plus Merdeka Soreang in the context of increasing digital media exposure. The problem addressed in this study is whether reading interest affects high school students' learning outcomes. Therefore, this study aims to determine the effect of reading interest on high school students' learning outcomes and to identify its contribution to improving academic achievement. The findings of this study are expected to make theoretical and practical contributions, particularly for teachers, schools, and parents, by strengthening literacy culture, improving students' learning outcomes, and supporting the development of effective literacy-based educational programs.

2. METHOD

2.1 Research Design

This study employed a correlational associative research design. A correlational associative approach is a research approach aimed at determining whether there is a relationship between one or more variables, as well as identifying the strength of that relationship. This design was used to examine the relationship and influence between students' reading interest (independent variable) and learning outcomes (dependent variable). In addition, this study also aimed to determine the significance of the influence of the two variables.

2.2 Research Object

This research was conducted at SMA Plus Merdeka Soreang during the 2024 academic year. The population of this study consisted of all second-grade students, totalling 38 students. The sampling technique used in this research was population sampling, in which all members of the population were selected as the research sample.

2.3 Instruments and Data Collection

The research instrument used in this study was a questionnaire consisting of a reading interest scale and a learning outcomes scale. Data collection was carried out in two stages: pretest and posttest. The instrument's validity was tested using Pearson's Bivariate correlation analysis. The validity test results showed that 37 items on the reading interest scale and 33 on the learning outcomes scale were deemed valid. The results indicated that the r-count value (correlation coefficient) was greater than the r-table value at $\alpha = 0.05$, which means that all items on both instruments were valid. The reliability of the instruments was assessed using Cronbach's alpha. The results showed that the Cronbach's Alpha coefficient for the reading interest scale was 0.703, indicating reliable criteria, while the Cronbach's Alpha coefficient for the learning outcomes scale was 0.845, indicating a high level of reliability. Therefore, all instrument items were considered reliable and consistent for use in this research.

2.4 Data Analysis

The data were analysed using simple linear regression analysis. This analysis was used to determine the effect of the independent variable (reading interest) on the dependent variable (learning outcomes) and to identify the causal relationship between the two variables.

2.5 Research Procedure

The procedures of this research consisted of several stages: (1) determining the research topic; (2) conducting a literature review; (3) designing the research; (4) collecting and exploring the data; (5) analysing the data; and (6) drawing conclusions.

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. A description of students' reading interests is explained in the following table:

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 interest 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 interests shows that students are in the high and medium categories.

3.2.2. 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 following table:

Table 2. 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 indicates that they fall into the high and medium categories.

3.2.3 Results of Hypothesis Testing

Hypothesis testing is conducted to determine whether the independent variable (reading interest) influences the dependent variable (learning outcomes). Hypothesis testing uses Pearson correlation analysis. The results of hypothesis testing are described in the following table:

Table 3. Pearson Correlation Coefficient Analysis

Correlations			
		Reading Interest	Learning Outcomes
Reading Interest	Pearson Correlation	1	.747
	Sig. (2-tailed)		.000
	N	38	38
Learning Outcomes	Pearson Correlation	.747	1
	Sig. (2-tailed)	.000	
	N	38	38

The Pearson correlation analysis showed a significant positive relationship between reading interest and students' learning outcomes. The Pearson correlation coefficient was 0.747 (Sig. 2-tailed = 0.000), which is lower than 0.05. This indicates that the relationship between the two variables is statistically significant. The correlation coefficient of 0.747 also indicates a strong relationship between reading interest and learning outcomes. Therefore, it can be inferred that students with higher reading interest tend to achieve higher learning outcomes, while those

with lower reading interest tend to achieve lower learning outcomes. These findings indicate that reading interest has an important role in improving students' academic achievement.

3.2. Discussion

The results showed that reading interest affects student learning outcomes. This influence is evident in the significant correlation between the two variables, which can be generalized to the study population. The study found that the independent variable (reading interest) had a 747% influence on the dependent variable (learning outcomes). The study concluded that reading interest influences learning outcomes at SMA Plus Merdeka Soreang.

Theoretically, reading interest influences student learning outcomes because consistent engagement in learning activities, accompanied by close attention, helps students deepen their understanding of the material. Reading interest is related to the level of ownership, as students who like to read certainly have a strong interest in owning many books. Reading interest is very important for students. With the habit of reading, students will become accustomed to a strong reading interest. Students with high reading interest will try to read a variety of texts. They not only read the material they need at that time, but also the material 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 this study's results to previous research indicates that reading interest influences student learning outcomes. Research findings show that reading interest and learning motivation are significantly related to learning outcomes (Sari, 2020). Reading interest is related to student learning outcomes: 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. 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).

According to this study's findings, student learning outcomes are inseparable from the habits he develops in his daily life to support his learning process. Positive activities, such as reading books, can improve student learning outcomes. One good habit is reading. People who have a strong desire to read will be willing to get reading material and read it, whether on their own or with external encouragement (Apriliani & Radia, 2020). Reading is the heart of education; the more often students read, the more their knowledge and insight will grow. The knowledge and insight students possess will have a very positive influence on the success of their learning. Reading interest has a significant positive influence 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 also about understanding the concepts and then reflecting on or acting on them in everyday life.

Reading interest plays an important role in student learning behaviour; several factors reinforce students' reading interest, including facilities and infrastructure, teacher instruction, 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, 2022), self-confidence (Utomo & Sholihah, 2021), interpersonal intelligence (Pahlevi et al., 2021), peers, parenting, and emotional intelligence (Wardiah, 2017). These factors affect students' reading interests. When students are highly interested in reading, the habit of reading books affects student learning outcomes; conversely, when the habit of reading is low, learning outcomes tend to be low.

Reading interests, such as reading books, tend to produce high learning outcomes, and vice versa: if the habit of reading books is lacking, it will lead to low achievement. Students' reading interest plays an important role in efforts to improve student learning outcomes. High student reading interest is the primary driver of student learning success. For this reason, the importance of the reading literacy movement lies in the many benefits it offers students and teachers 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 has an effect, but also other reading books (Kasper et al., 2018).

Given its role, reading activities can stimulate students' cognitive work. Information obtained from reading is sometimes not immediately accepted but is instead confirmed against 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 effective, useful, and aligned with the expected outcomes (Anisah, 2016). Indicators of students' reading interest include the frequency and quantity of

reading. This is defined as the frequency and time a person uses to read. Someone with an interest in reading will do many reading activities. Interest is one internal factor that can affect student learning outcomes.

Interest has a strong influence because if the subject matter studied does not align with their interests, students will not study seriously. A person's interest can grow from a sense of liking or pleasure, leading them to pay more attention to an activity or thing (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 way to grow students' reading interest is to give them books; as a result, their reading interest will grow. Students will be encouraged to think and do positive things, for example, solving problems as recommended in the textbook, making observations as suggested in the textbook, or doing the training as instructed in the textbook. With such constructive encouragement, bad or destructive impulses or motives will be reduced or obstructed.

Based on the research results, the findings reveal that reading interest plays a very important role in achieving student learning outcomes. It is one of the strongest drivers of student engagement and improved learning success. Reading interest is the main trigger for students to engage in learning behaviour activities. Therefore, teachers at school and parents at home must better understand students' reading interests. Reading interest plays an important role in efforts to improve student learning outcomes. Student reading interest is the main factor in achieving learning outcomes.

4. IMPLICATIONS AN CONTRIBUTIONS

4.1 Research Implications

The findings of this study imply that reading interest plays an important role in improving students' learning outcomes at the high school level. Therefore, schools, teachers, and parents need to work collaboratively to foster students' reading habits through various literacy-based activities, such as reading programs, classroom literacy activities, library use, and integrating reading assignments into the learning process. In addition, this study's results indicate that increasing students' reading interest can positively support academic achievement, critical thinking skills, and students' understanding of learning materials. Thus, strengthening literacy culture in schools is expected to become an effective strategy for improving the quality of education and students' academic success.

4.2 Research Contributions

This study contributes both theoretically and practically to the field of education, particularly regarding the relationship between reading interest and students' learning outcomes. Theoretically, this research strengthens previous findings that reading interest is one of the important internal factors influencing students' academic achievement. In practice, the findings provide valuable information for teachers, schools, and parents on the importance of developing students' reading interest to improve learning outcomes. In addition, this study contributes to the development of literacy programs in schools, especially at the high school level, which has received less attention in previous studies compared to elementary education contexts.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTION

5.1 Research Limitations

This study has several limitations that should be considered in interpreting the findings. First, the study involved only students from one school, namely SMA Plus Merdeka Soreang, and had a relatively small sample size of 38 students, so the results may not be generalized to broader populations. Second, this research focused only on the relationship between reading interest and learning outcomes. In contrast, other factors that may influence students' academic achievement, such as learning motivation, family environment, teaching methods, and learning facilities, were not examined. Third, the data collection relied on questionnaires, which may influence students' honesty and subjectivity in responding to the instrument items.

5.2 Recommendation for Future Research

Based on the findings and limitations of this study, several recommendations can be proposed. Future researchers are encouraged to conduct studies with larger sample sizes and involve schools from different educational levels or regions to obtain more comprehensive results. Further research is also recommended to

examine additional variables related to students' learning outcomes, such as motivation, self-confidence, parenting styles, and the use of digital learning media. In practice, schools and teachers are advised to strengthen literacy programs and create learning environments that encourage students' reading habits. Parents are also expected to support students' reading activities at home by providing reading materials and fostering positive literacy habits in daily life.

6. CONCLUSION

Based on the findings and limitations of this study, several recommendations can be proposed. Future researchers are encouraged to conduct studies with larger sample sizes and involve schools from different educational levels or regions to obtain more comprehensive results. Further research is also recommended to examine additional variables related to students' learning outcomes, such as motivation, self-confidence, parenting styles, and the use of digital learning media. In practice, schools and teachers are advised to strengthen literacy programs and create learning environments that encourage students' reading habits. Parents are also expected to support students' reading activities at home by providing reading materials and fostering positive literacy habits in daily life.

Reading interest has an important role in supporting students' learning processes and academic achievement. Students who have strong reading interests tend to be more enthusiastic about participating in learning activities, actively seeking information, and improving their understanding of the learning materials. Reading activities not only serve as a medium for acquiring knowledge but also foster students' critical thinking, analytical abilities, and broader perspectives. Therefore, reading interest becomes one of the important internal factors that can support improvements in educational quality and student learning success.

This study concludes that reading interest influences students' learning outcomes at the high school level. The findings indicate that students with higher reading interest tend to achieve better academically than those with lower reading interest. Reading habits encourage students to become more independent learners, enrich their knowledge, and strengthen their comprehension of subject materials. In addition, reading interest can positively influence students' learning motivation and behaviour, ultimately contributing to optimal learning outcomes. Thus, fostering reading interest is an essential effort in creating effective and meaningful learning experiences for students.

Based on these findings, schools, teachers, and parents are expected to collaborate to foster and strengthen students' reading interest through various literacy-based activities and supportive learning environments. Schools can implement sustainable literacy programs, optimise library utilisation, and integrate reading activities into classroom learning. Teachers are also expected to motivate students by using engaging learning methods and providing meaningful reading materials that match students' interests and needs. Furthermore, parents play an important role in fostering reading habits at home by providing reading resources and cultivating a positive literacy culture within the family. Through these collaborative efforts, students' reading interest is expected to improve continuously and contribute not only to better learning outcomes but also to the development of lifelong learning habits and intellectual growth.

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Author Contribution Statement

Isti Ainun contributed to the conceptualisation of the study, data collection, data analysis, manuscript drafting, and article preparation. Prio Utomo contributed to research supervision, methodology validation, strengthening the theoretical framework, and manuscript review. Ibnu Maulana contributed to data interpretation, editing, proofreading, and final revision of the manuscript. All authors have read and approved the final version of the manuscript.

Declaration of Generative AI (GenAI) Usage in Scientific Writing

The authors declare that Google Gemini was used in a limited capacity during the preparation of this article to assist with language improvement, grammar checking, and manuscript editing. All ideas, data analyses, interpretations, and conclusions presented in this study are entirely the responsibility of the authors. The authors carefully

reviewed and validated all AI-assisted outputs to ensure the accuracy, originality, and academic integrity of the manuscript. All instances of Generative AI usage in this article were conducted by the authors in accordance with the JIPPG GenAI Tool Usage Policy, with the authors assuming full responsibility for the originality, accuracy, and integrity of the work."

Conflict of Interest Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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