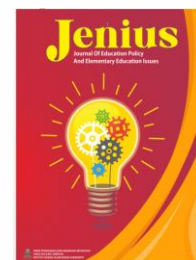




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### Relationship between Reading Interest and Indonesian Language Learning Outcomes of Elementary School Students

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ARTICLE INFO	ABSTRACT
<b>Article History</b> Received: 21 May 2024 Accepted: 15 December 2024 Published: 23 December 2024	Students' reading interest is one of the important factors that can influence learning outcomes, especially in Indonesian language subjects, which play a role in developing students' literacy skills. This study aims to determine reading interest and Indonesian language learning outcomes and the relationship between the two variables in grade V students of MIM PK Blimbing Gatak Sukoharjo in the 2023/2024 Academic Year. This quantitative correlational study involved a class V population and a sample size of 31 students. The sampling technique used simple random sampling. The instruments used were tests and questionnaires. The data analysis technique used in this study was hypothesis testing using the product moment correlation formula. The results showed that reading interest was in the moderate category of 42% of 31 students; Indonesian language learning outcomes were also in the moderate category of 42% of 31 students. Based on the calculation of the hypothesis test, the value of sig. was obtained. $0.000 < 0.05$ shows a significant positive relationship between reading interest and Indonesian language learning outcomes.
<b>Keywords:</b> Elementary School Students; Learning Outcomes; Reading Interest	

### INTRODUCTION

Education aims to improve the quality of human resources, which is an essential component of human life (Warisno, 2018). Student learning outcomes are one indicator of success in education. Learning outcomes serve as a benchmark to assess how learning objectives are achieved (Nurwidia & Utami, 2023). One of the main goals in the education process is to achieve the best learning outcomes according to expectations, especially in Indonesian language subjects (Panjaitan, 2022).

The Indonesian language subject must be taught at all levels of education. Learning Indonesian in elementary schools provides the broadest possible knowledge on a global scale

to live together and develop knowledge, attitudes, and skills (Ali, 2020). Structured efforts must be made to achieve good learning outcomes. The first thing that must be done is that the curriculum must be well designed, provide relevant material, and consider the needs of students. In addition, teaching methods must be diverse, interesting, and adapted to the characteristics of students so that the learning process takes place effectively. Students must be actively involved in the learning process. Students must have a high enthusiasm for learning and a desire to continue to develop. Parents and the surrounding environment are also very important to encourage enthusiasm for learning. Comprehensive efforts are needed from all parties, including students, teachers, curriculum, facilities and infrastructure, learning environment, and parental support to achieve optimal learning outcomes (Nurmalasari, 2023).

In reality, based on the results of the documentation, students have very different learning outcomes. The learning outcomes of the Indonesian language of class V MIM PK Blimbing students still need to be improved. This condition is known based on data from the daily test scores of Indonesian language learning in the odd semester; 24 out of 33 students got scores below the completion criteria or KKM, which is 75. This result is inseparable from students' understanding, which will affect learning outcomes. Reading interest can affect students' knowledge, especially Indonesian language learning outcomes. If students do not read the questions carefully, their understanding will also be poor.

One crucial factor in improving learning outcomes is having a high interest in reading (Marlina & Ardiyaningrum, 2021). Reading with constant intensity will expand vocabulary and deepen understanding of various topics, making it easier to understand the subject matter (Setyowati, 2017). The results of interviews with Indonesian language teachers conducted at MIM PK Blimbing, Gatak, Sukoharjo on October 4, 2023, were obtained regarding the subject of the Indonesian language. Students stated that Indonesian is a boring subject. This result aligns with what the Indonesian language teacher expressed: that students are less interested in the subject of the Indonesian language. Students with a high interest in reading will feel happy and find it easy to understand what they read. Reading activities accompanied by a high interest in reading will affect the feeling of pleasure in carrying out reading activities (Anjani, Dantes & Artawan, 2019).

Reading interest plays an important role in supporting learning success, especially in the Indonesian language subject, which is the basis for students' literacy mastery (Alam, Haliza & Fatimah, 2023). The low reading interest of elementary school students in Indonesia is a challenge that can harm reading comprehension (Aprilia & Noviyanti, 2023) and learning

outcomes (Hadi, et al., 2023). This study is important to understand the extent to which reading interest affects Indonesian language learning outcomes so that it can be the basis for decision-making in designing effective learning strategies. In addition, the results of this study also support efforts to strengthen national literacy to improve reading culture and the quality of education in Indonesia.

## METHOD

This qualitative study uses a correlational type to determine the relationship between reading interest and learning outcomes. The study was conducted at MIM PK Blimbing, Gatak, Sukoharjo, from September 2023 to February 2024, involving 31 students. The student selection sample was carried out using a simple random sampling technique. The data collection technique was a questionnaire for reading interest and a test for Indonesian language learning outcomes. Indicators of reading interest, according to Crow and Crow (Hidayati & Wahyuni, 2022), are 1) feelings of pleasure; 2) concentration; 3) use of time; 4) motivation to read; 5) emotions in reading; 6) Effort in reading. The data that has been collected is then analyzed using the product moment correlation formula.

## RESULTS AND DISCUSSION

This study aims to analyze the relationship between reading interest and learning outcomes of elementary school students. The following is an interpretation of the descriptive statistics obtained:

**Table 1.** Analysis of Data Description of Reading Interest and Learning Outcomes

Descriptive Statistics	Reading Interest	Learning outcomes
Mean	72.39	14.42
Median	72.00	15.00
Mode	48 <sup>a</sup>	14
Std. Deviation	14.068	2.975

The average value of students' reading interest is 72.39, indicating a relatively good level of reading interest. This result reflects that most students have sufficient reading interest to support their learning process. The median value is 72, almost the same as the average, indicating that the distribution of reading interest data is relatively symmetrical, with no major differences between students with high and low reading interest. The most frequently occurring value is 48, indicating a small group of students with reading interest that is much lower than

the average. The standard deviation value of 14.068 indicates that students' reading interest varies considerably. This result means a significant difference exists between students with low and high reading interests.

The average student learning outcome is 14.42, reflecting students' average performance in the Indonesian language subject. The median value is 15, indicating that most students get learning outcomes quite close to the average. The most frequently occurring learning outcome value is 14, consistent with the mean and median values, indicating a relatively centralized data distribution. The standard deviation of 2.975 suggests that the variation in student learning outcomes is relatively small, so most students have uniform learning outcomes.

From the descriptive results, it can be concluded that students' reading interest varies widely while learning outcomes tend to be more homogeneous. This result indicates that although some students have low reading interest, learning outcomes do not differ significantly. This data is supported by categorizing each variable in Tables 2 and 3.

**Table 2.** Categorization of Reading Interests

No	Interval	Frequency	Category	Percentage
1.	80-95	10	high	32%
2.	64-79	13	Currently	42%
3.	48-63	8	Low	26%

Based on Table 2. as many as ten students (32%) are in the high category. This result shows that one-third of students are very interested in reading. Most students, namely 13 (42%), are in the medium category. This result shows that students' reading interest tends to be moderate. As many as eight students (26%) are in the low category, which means there is still a group of students who need support to improve their reading interests. Most students are in the medium category (42%), which illustrates that most students have sufficient reading interest but can still be improved through various learning strategies and literacy stimulation. Meanwhile, the learning outcome category is shown in Table 3.

**Table 3.** Categorization of Indonesian Language Learning Outcomes

No	Interval	Frequency	Category	Percentage
1.	16-19	12	high	39%
2.	12-15	13	Currently	42%
3.	8-11	6	Low	19%

Based on Table 3. as many as 12 students (39%) are in the high category, which shows that almost 40% of students have achieved excellent Indonesian language learning outcomes. 13

students (42%) are in the medium category, the largest group. This result shows that the learning outcomes of most students are relatively adequate. Six students (19%) are in the low category, which means a small group of students need more attention in learning Indonesian. The proportion of students with medium-category learning outcomes (42%) illustrates that most students have achieved the expected competencies but still have room for improvement towards the high category.

Table 2 and Table 3 show a similar distribution, where most students are in the medium category for reading interest (42%) and Indonesian language learning outcomes (42%). The proportion of students in the high category for Indonesian language learning outcomes (39%) is slightly higher than the high category for reading interest (32%). This result indicates that students with high reading interests are likelier to achieve high learning outcomes.

Students with low reading interest (26%) need to receive intervention through interesting literacy programs, such as providing readings that are relevant to students' interests and integrating reading activities into learning. Students with low learning outcomes (19%) need additional assistance, for example, through more interactive and literacy-based learning methods. Strategies that can be applied include literacy-based learning approaches (Kurniasih & Priyanti, 2023; Muhanditsah, Putri & Rahayu, 2023), the use of technology to attract interest in learning (Angin & Juwitaningsih, 2023; Senjaya, 2022), and personal support from teachers (Setiawati, et al., 2019). With a significant number of students in the moderate category, teachers can focus on improving the quality of learning with methods that encourage active student participation. This statement can include using relevant and engaging teaching materials (Anggrella, et al., 2023) and strengthening learning motivation (Putra, 2020).

Next, a correlation test was conducted to determine whether there was a relationship between reading interest and Indonesian language learning outcomes, as shown in Table 5.

**Table 5.** Results of the Correlation Test of Reading Interest with Learning Outcomes

		Reading interest	Indonesian language learning outcomes
Reading interest	Pearson Correlation	1	0.784**
	Sig. (2-tailed)		0,000
	N	31	31
Indonesian language learning outcomes	Pearson Correlation	0.784**	1
	Sig. (2-tailed)	0,000	
	N	31	31

Table 5 shows a significance value of 0.000 (smaller than  $\alpha = 0.05$ ), indicating that this

relationship is statistically significant. In other words, the results of this correlation are not due to coincidence but show a fundamental relationship between the two variables. The correlation coefficient of 0.784 shows a strong positive relationship between reading interest and Indonesian language learning outcomes. This result means that the higher the students' reading interest, the better the Indonesian language learning outcomes tend to be.

The data distribution from Table 2 and Table 3 supports the finding that reading interest influences learning outcomes. Students with higher reading interests tend to have better learning outcomes. This aligns with previous studies that reading interest is essential in forming literacy skills that support academic achievement (Sari, et. al., 2023; Sudriansyah, et al., 2022).

With a strong correlation coefficient, it can be concluded that efforts to increase students' reading interest can directly impact learning outcomes. Teachers and schools can focus on strategies to foster a reading culture, such as 1) Creating a supportive learning environment, such as an attractive library (Irianto & Marimin, 2015; Krisgiyanti & Pratama, 2023); 2) Utilizing reading books that suit students' interests (Dafit, et al., 2020); 3) Integrating reading activities with technology that is relevant to students (Islami, et al., 2024).

These results prove that increasing students' reading interests can improve learning outcomes. Teachers need to engage students in fun and meaningful literacy activities. This study can encourage schools to develop literacy programs, such as joint reading hours or competitions, to increase students' reading interest. In addition, it can be a basis for further exploration of other factors that influence learning outcomes, such as teaching methods, learning motivation, or family environment.

## **CONCLUSION**

This study shows that fifth-grade students' reading interest is in the moderate category with an average score of 72.39, and the level of students' Indonesian language learning outcomes is also in the moderate category with an average score of 14.42. The correlation test results show a significant positive relationship between reading interest and Indonesian language learning outcomes, with a Pearson Correlation value of 0.784 and a significance of 0.000 ( $<0.05$ ). This study shows that reading interest strongly and significantly correlates with Indonesian language learning outcomes. Efforts to increase reading interest not only support students' literacy skills but also positively impact students' academic achievements. These findings emphasize the importance of the role of literacy in the learning process and provide direction for efforts to improve the quality of education as a whole.

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