

THE INFLUENCE OF READING INTEREST ON LEARNING ACHIEVEMENT AT STUDENT

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ABSTRACT

This study aims to determine the effect of reading interest on learning achievement in 4th-semester students of the Faculty of Psychology at UIN Raden Fatah Palembang. This study used a survey method with purposive sampling of 30 students. Data were collected using a reading interest questionnaire and student learning achievement scores. Data analysis was conducted using simple linear regression analysis. The results showed that reading interest significantly influences the learning achievement of students of the Faculty of Psychology at UIN Raden Fatah Palembang. The correlation value or relationship between the two variables, namely the independent variable (Reading Interest) and the dependent variable (Learning Achievement), is indicated by the R-value of 0.751. In addition, R Square has a value of 0.565. The significance value shows the F Count value of 36, 330 with a significance level of $0.000 < 0.05$, which indicates that the effect of the independent variable on the dependent variable is 5.65%. The regression analysis results show a positive relationship between reading interest and student learning achievement. The higher a person's reading interest, the higher their learning achievement. The implication of this study is to improve student's learning achievement. It is necessary to increase their reading interest. This research can contribute to developing higher education in Indonesia, significantly improving the quality of learning at the Faculty of Psychology at UIN Raden Fatah Palembang.

Introduction

Education is one of the important aspects of a person's life, where learning achievement becomes one of the benchmarks of success in the education process. Learning achievement can be influenced by various factors, including reading interest. Reading interest can be defined as a person's tendency or interest in reading a particular material. Students, as the main actors in the educational

process, are expected to have a high interest in reading to improve their learning achievement.

Learning is an activity that is done consciously to get an impression of what has been learned. Learning achievement is two words that have different meanings, learning achievement is the result of someone who has made efforts - learning efforts (Syaiful et al., 2012). According to Tu'u (2004), reading interest is an impulse that arises or a great desire in humans that causes them to pay attention, accompanied by feelings of pleasure in reading activities so that it can direct someone to read of their own accord.

Interest in reading exists in a person and does not grow by itself without any influencing factors, the factors of interest in children are internal factors, namely intelligence, age, gender, reading ability, attitudes, and psychological needs as for external factors that affect reading interest such as the unavailability of appropriate reading materials, social status, economy, ethnic groups, the influence of peers, parents, teachers, television, and movies. Indicators of reading interest are frequency and quantity of reading and reading sources (Zultrianti et al., 2020).

This study examines the effect of reading interest on learning achievement in Faculty of Psychology UIN Raden Fatah Palembang students. This research is necessary because few studies have examined the relationship between reading interest and learning achievement in Faculty of Psychology UIN Raden Fatah students. Data collection using a questionnaire developed based on indicators of each research variable, reading interest variable of as many as 19 items and learning achievement variable of as many as 20 items and measured by a 4-point Likert scale.

Several previous studies have shown that reading interest positively affects learning achievement (Alghamdi, 2019; Hairani & Rathni, 2017; Nugraha, 2018). However, some studies show no significant relationship between reading interest and learning achievement (Ardianto, 2020; Shihab, 2021). Therefore, this study needs to be conducted to examine the relationship between reading interest and learning achievement in students of the Faculty of Psychology, UIN Raden Fatah Palembang.

Method

The method used is the quantitative method. The population in this study were 4th-semester students of the Faculty of Psychology, UIN Raden Fatah Palembang. The total population in this study was 30 respondents or participants. Data collection using a questionnaire was developed based on indicators of each

research variable, 19 reading interest variables, and 20 items of learning achievement variables and measured on a 4-point Likert scale.

Results and Discussion

This study uses a Likert scale arranged in the form of a questionnaire. The instrument was tested on 30 respondents to determine the relationship between the two variables. The instrument contains positive and negative statements consisting of 4 answer choices, namely 4 strongly agree, 3 agree, 2 disagree, and 1 strongly disagree. The following results were obtained from the hypothesis test.

Table 1

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Minat Baca ^b	.	Enter

a. Dependent Variable: Prestasi Belajar

b. All requested variables entered.

The table above explains the variables included and the methods used. The independent variable entered is reading interest, and the dependent variable is learning achievement. The method used is the enter method.

Table 2

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,751 ^a	,565	,549	3,920

a. Predictors: (Constant), Minat Baca

The table above provides an explanation of how much the correlation or relationship between the two variables, namely the independent variable (Reading Interest) and the dependent variable (Learning Achievement), which is indicated by the R-value of 0.751. In addition, R Square has a value of 0.565, indicating that the independent variable's effect on the dependent variable is 5.65%.

Table 3

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	558,343	1	558,343	36,330	,000 ^b
	Residual	430,324	28	15,369		
	Total	988,667	29			

a. Dependent Variable: Prestasi Belajar

b. Predictors: (Constant), Minat Baca

The table above provides an explanation of how much the correlation or relationship between the two variables, namely the independent variable (Reading Interest) and the dependent variable (Learning Achievement), which is indicated by the R-value of 0.751. In addition, R Square has a value of 0.565, indicating that the independent variable's effect on the dependent variable is 5.65%. Anova table above the regression model can be used to predict the Reading Interest variable (X) in other words, there is an influence of the Reading Interest Variable (X) on the Learning Achievement variable (Y). From the output, it is known that the value of F Count = 36, 330 with a significance level of 0.000 <0.05.

Table 4
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17,670	6,619		2,669	,013
	Minat Baca	,727	,121	,751	6,027	,000

a. Dependent Variable: Prestasi Belajar

From the table above, it is known that the Constant (a) value is 0.17, 670, while the Reading Interest value (b / regression coefficient) is 0.727 so the regression equation can be written. The constant of 0.17, 670 means that the consistent value of the Reading Interest variable is 0, 17, 670. The regression coefficient X of 0.727 states that every 1% addition to the Trust value is positive, so it can be said that the direction of the influence of variable X on Y is positive.

From the results of hypothesis testing between the Reading Interest variable (X) and Learning Achievement (Y), simple linear regression analysis techniques and the enter method. Then, the test results show an R-value of 0.751, from the output results, it can also be concluded that the coefficient of determination or R Square has a value of 0.565. The significance value also shows the value of F Count of 36,330 with a significance level of 0.000 <0.05, which indicates that the effect of the independent variable on the dependent variable is 5.65%. Considering that reading interest is a factor from outside a person that can reduce or increase learning achievement. This shows an influence between reading interest and learning achievement in Psychology students in semester 4 of UIN Raden Fatah Palembang. The higher a person's interest in reading, the higher the learning achievement and vice versa, if a person's interest in reading is low, learning achievement will also be low (Andriani & Rasto, 2019).

Based on the results of simple linear regression analysis, the coefficient value is known to be Constant (a) of 0.17, 670, while the value of Reading Interest (b / regression coefficient) is 0.727 so that the regression equation can be

written $Y = a + b \times X = 0.17, 670 + 0.727 X$ The equation can be translated as a constant of 0.17, 670, meaning that the consistent value of the Reading Interest variable is 0, 17, 670, the regression coefficient X of 0.727 states that every 1% increase in the value of Reading Interest is positive, so it can be said that the direction of the influence of variable X on Y is positive.

Interest is a sense of interest, and really like things and activities without being forced and told. Interest is basically accepting a relationship between oneself and something from outside. The stronger and closer the relationship, the greater the interest (Slameto, 2010). Reading Interest is a tendency or high desire to read (Siregar, 2004). This definition aligns with Darmono's opinion, which says that reading interest is a mental tendency that encourages or makes someone do something about reading (Darmono, 2001).

Achievement is the result of an activity that has been done, created and pleases the heart obtained by working individually and in groups in specific fields of activity (Meyrinda & Fakhriya, 2023). Learning is an activity that is carried out consciously to get an impression of what has been learned. Learning achievement is two words that have different meanings, learning achievement is the result of someone who has made efforts - learning efforts (Syaiful et al., 2012).

Conclusion

Based on the results of simple linear regression analysis, it can be concluded that there is a significant favourable influence between reading interest and learning achievement in Psychology students in semester 4 of UIN Raden Fatah Palembang. The higher a person's interest in reading, the higher the learning achievement. On the other hand, if a person's reading interest is low, then learning achievement will also be low. This is in line with the results of previous studies, which show that reading interest significantly influences learning achievement.

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