THE RELATIONSHIP BETWEEN READING INTEREST AND MOTIVATION TO LEARN IN IMPROVING ACADEMIC ACHIEVEMENT

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ABSTRACT

This study aims to examine the relationship between reading interest and Motivation to Learn on the Academic Achievement of third-grade students at SDN Jatibaru 02, Cikarang. A quantitative method with a descriptive associative approach was employed. The population and sample comprised all 47 third-grade students. Data were collected using a Likert-scale questionnaire to measure reading interest and Motivation to Learn, along with academic records to assess Academic Achievement. Instrument validity was tested using Pearson correlation, and reliability was assessed with Cronbach's alpha. Classical assumption tests included normality, multicollinearity, heteroscedasticity, and autocorrelation. Data analysis was conducted using multiple linear regression. The results reveal that, partially, reading interest does not have a significant effect on Academic Achievement, whereas Motivation to Learn exerts a positive and significant influence. Simultaneously, reading interest and Motivation to Learn together explain approximately 44.5% of the variance in students' Academic Achievement, with the remaining 55.5% attributed to factors outside the model. These findings underscore the critical role of Motivation to Learn as the primary driver of academic success and highlight the need to enhance literacy programs integrated with motivational strategies to more effectively support improvements in academic performance.

Keywords: Reading Interest, Motivation to Learn, Academic Achievement

ABSTRAK

Penelitian ini bertujuan untuk menguji hubungan antara minat membaca dan motivasi belajar terhadap prestasi akademik siswa kelas tiga di SDN Jatibaru 02, Cikarang. Metode kuantitatif dengan pendekatan asosiatif deskriptif digunakan. Populasi dan sampel terdiri dari seluruh 47 siswa kelas tiga. Data dikumpulkan menggunakan kuesioner skala Likert untuk mengukur minat membaca dan motivasi belajar, bersama dengan catatan akademik untuk menilai prestasi akademik. Validitas instrumen diuji menggunakan korelasi Pearson, dan reliabilitas dinilai dengan alpha Cronbach. Uji asumsi klasik meliputi normalitas, multikolinearitas, heteroskedastisitas, dan autokorelasi. Analisis data dilakukan menggunakan regresi linier berganda. Hasil penelitian menunjukkan bahwa, secara parsial, minat membaca tidak memiliki pengaruh signifikan terhadap prestasi akademik,

sedangkan motivasi belajar memberikan pengaruh positif dan signifikan. Secara simultan, minat membaca dan motivasi belajar bersama-sama menjelaskan sekitar 44,5% varians dalam prestasi akademik siswa, dengan sisa 55,5% disebabkan oleh faktor di luar model. Temuan ini menggarisbawahi peran penting Motivasi Belajar sebagai pendorong utama keberhasilan akademis dan menyoroti perlunya meningkatkan program literasi yang terintegrasi dengan strategi motivasi untuk mendukung peningkatan kinerja akademis secara lebih efektif.

Kata Kunci: Minat Membaca, Motivasi Belajar, Prestasi Akademik

A. Introduction

Education is a fundamental aspect in the development of a nation. The success of an education system is not only measured by the number of educational facilities available, but also by the quality of human resources produced. Academic Achievement is one of the important indicators in assessing the success of education, because it reflects the extent to which students understand, master, and are able to apply the knowledge they have learned. However, achieving optimal Academic Achievement is still a major challenge in many countries, including Indonesia.

In various international surveys, the quality of education in Indonesia still shows unsatisfactory results, especially in terms of literacy and numeracy. The results of the 2018 PISA released by the OECD show that Indonesian students' reading ability only reached an average score of 371, far below the OECD average of 487. This indicates that many students in Indonesia still have difficulty in understanding reading texts and applying them in everyday life. In addition, UNESCO also reported that the reading interest index of the Indonesian people was only 0.01%, which means that only 1 in 10,000 people have a high interest in reading (Marlina & Ardiyaningrum, 2021).

One of the causes of the low quality of education and student Academic Achievement in Indonesia is the low interest in reading. Reading is not only a basic skill that every student must have, but also a primary tool in gaining knowledge. Research shows that there is a significant relationship between reading interest and Academic Achievement, where students with higher reading interest tend to achieve better academic results (Juwita & Nasution, 2023). However, in reality, many students are

less interested in reading and prefer other activities such as playing games or watching television, so their understanding of the lesson is limited.

In addition to the interest in reading factor, Motivation to Learn also plays an important role in improving students' Academic Achievement. Motivation to Learn reflects a person's internal and external drive in undergoing the learning process. Students who have high motivation will be more disciplined, diligent, and serious in learning. Conversely, students with low motivation tend to be lazy, not focused on following lessons, and give up easily when facing academic difficulties. The results of the study showed that there was a significant relationship between Motivation to Learn and students' Academic Achievement (Mantahir & Hamsiah, 2019).

Low interest in reading and motivation to learn is a serious problem, especially at the elementary education level. In various elementary schools in Indonesia, including SDN Jatibaru 02 Cikarang East, this phenomenon is quite real. Based on initial observations, it was found that most 3rd grade students still have low reading habits. They spend more time playing than reading books. In addition, many students seem less enthusiastic about learning, do not complete assignments well, and show less than satisfactory academic results in various subjects.

This phenomenon is of particular concern to schools and parents, because if not handled seriously, it can have an impact on low Academic Achievement of students at higher levels. Therefore, more in-depth research is needed to understand the relationship between reading interest and Motivation to Learn to improve Academic Achievement of grade 3 students at SDN Jatibaru 02 Cikarang East. Several previous studies have proven that the higher the reading interest and Motivation to Learn of students, the better their Academic Achievement (Kinasih & Mariana, 2021).

Through this research, it is expected that appropriate solutions and strategies can be found to increase students' reading interest and Motivation to Learn, so that their Academic Achievement can be more optimal. By understanding the relationship between reading interest, Motivation to Learn , and Academic

Achievement, the results of this study can be a reference for teachers, parents, and policy makers in designing more effective and innovative learning methods. This is expected to not only have an impact on improving student Academic Achievement at SDN Jatibaru 02 Cikarang East, but can also contribute to improving the quality of basic education more broadly.

The purposes of this research are: Analyze the effect of reading interest to Academic Achievement of grade 3 students at SDN Jatibaru 02 Cikarang; Analyze the effect of Learning Motivation to Academic Achievement of grade 3 students at SDN Jatibaru 02 Cikarang; Analyze the effect of reading interest and Motivation to Learn play a role together in improving the Academic Achievement of grade 3 students at SDN Jatibaru 02 Cikarang.

B. Method

This study uses a quantitative method with an associative descriptive approach to analyze the influence of reading interest and Motivation to Learn on student Academic Achievement. This approach was chosen because it aims to determine the relationship between independent variables and dependent variables objectively and measure how much influence it has (Sugiyono, 2022).

Data analysis in this study used multiple linear regression techniques, which allow for the measurement of the relationship between more than one independent variable and one dependent variable (Ghozali, 2021). Participants in this study were all 3rd grade students of SDN Jatibaru 02 Cikarang East who were registered as active students in the 2024/2025 academic year. The number of participants was 47 students. The research instruments used in this study consisted of questionnaires and documentation of students' academic grades. The questionnaire was used to measure reading interest and Motivation to Learn, while documentation of academic grades was used to obtain data on students' Academic Achievements. The data analyzed using descriptive statistic, classical assumption test, and multiple regression.

C.Results and Discussion

The research subjects were third-grade students at SDN Jatibaru 02 Cikarang. A total of 47 students participated, divided into two classes: 3A (20 students) and 3B (27 students). Data were collected via a Google Form questionnaire, allowing students to complete it online under their classroom teacher's supervision.

There are 26 female respondents (55.3%) and 21 male respondents (44.7%). The number of female students is slightly higher than that of male students. This difference likely reflects the natural composition of the student body in that academic year rather than any selective process. Such a distribution indicates that the study encompasses perspectives from both genders proportionally, allowing for a more inclusive analysis of the relationships among reading interest, Motivation to Learn, and Academic Achievement without dominance by any particular group.

The average score for Reading Interest is 1.86 on a five-point scale, indicating generally low interest. The range (1 to 3) shows that no student scored at the highest level on these items. A standard deviation of 0.641 suggests slight variation in responses, but overall most students share similarly low levels of reading habit.

The mean score for Motivation to Learn is 1.68, even lower than Reading Interest, reflecting weak intrinsic and extrinsic motivation among the majority of students. The scores range only from 1 to 3, and a standard deviation of 0.561 indicates relatively homogeneous responses, reinforcing that low motivation is a common condition in this group.

Academic Achievement has a mean of 1.83, slightly higher than Learning Motivation but still within a low category. Unlike the other two variables, its maximum of 4 indicates that a few students feel they are performing adequately. However, with a minimum of 1 and a standard deviation of 0.697, there is greater variability in how students perceive their own achievement—likely influenced by individual factors such as learning support, self-confidence, and personal study strategies.

Overall, these descriptive findings show that Reading Interest, Learning Motivation, and Academic Achievement among third-grade students at SDN Jatibaru 02 remain low. Although a small number of students report higher scores, most

have not yet developed the attitudes or habits that support optimal academic outcomes. This underscores the need for comprehensive educational interventions that strengthen literacy, enhance motivation, and sustain learning support both at school and at home.

To ensure that the residuals from the regression model meet the normality assumption required in statistical analysis, a normality test was conducted using the One-Sample Kolmogorov-Smirnov Test. This test aims to examine whether the distribution of the residuals from the regression model follows a normal distribution. The Asymp. Sig. (2-tailed) value of 0.119 is greater than the significance level of 0.05. This indicates that there is no significant difference between the residual distribution and the normal distribution. Thus, it can be concluded that the residuals are normally distributed and the normality assumption in the regression model has been met. This result reinforces the validity of using linear regression analysis in this study.

The multicollinearity test aims to determine whether there is a high linear correlation between the independent variables in the regression model, namely Reading Interest (X_1) and Motivation to Learn (X_2). High multicollinearity can cause instability in regression coefficients and complicate their interpretation, so it needs to be examined using the Tolerance and Variance Inflation Factor (VIF) indicators. The tolerance values for Reading Interest (X_1) and Motivation to Learn (X_2) are both 0.766, well above the minimum threshold of 0.10, while their VIF values are only 1.306, well below the maximum threshold of 5.00. Therefore, there are no multicollinearity issues between the two variables, and the regression coefficients can be interpreted reliably.

The multiple linear regression analysis was conducted to test the simultaneous and partial effects of Reading Interest (X_1) and Motivation to Learn (X_2) on Academic Achievement (Y). Based on the calculation that was done, the result of equation is $Y = 1{,}829 + 0{,}082\,X_1 + 0{,}780\,X_2$.

The coefficient of X1 indicates that each one-unit increase in Reading Interest is expected to increase Academic Achievement by 0.082

units, assuming Motivation to Learn remains constant. Although the effect is positive, the significance level (p = 0.558) shows that the influence of Reading Interest on Academic Achievement is not statistically significant at the 5% level.

Then the coefficient of X2 means that each one-unit increase in Motivation to Learn is expected to increase Academic Achievement by 0.780 units, assuming Reading Interest remains constant. The very low significance level (p < 0.001) indicates that the effect of Motivation to Learn on Academic Achievement is statistically significant. In other words, an increase in students' Motivation to Learn makes a real contribution to improving their academic performance.

The F-test aims to assess whether Reading Interest (X_1) and Motivation to Learn (X_2) together have a significant effect on Academic Achievement (Y). F-value of 17.668 was obtained with a p-value less than 0.001, placing the p-value below the 0.05 significance threshold. This indicates that Reading Interest (X_1) and Motivation to Learn (X_2) simultaneously have a significant effect on Academic Achievement (Y).

The Coefficient of Determination test measures the proportion of variability in the dependent variable that can be explained by the independent variables in the model. R Square value of 0.445 indicates that 44.5% of the variation in Academic Achievement (Y) can be explained by Reading Interest (X_1) and Motivation to Learn (X_2). Meanwhile, the remaining 55.5% of variation is influenced by factors outside this model, such as teaching quality, parental support, school facilities, student learning methods, and other psychological and social factors. The proportion of unexplained variability suggests the need for further research to identify additional variables that affect students' Academic Achievement.

Based on the t-test results, Reading Interest (X_1) did not show a significant effect on Academic Achievement (Y) (p = 0.558). In other words, although some students expressed an interest in reading activities, this has not yet been directly reflected in the improvement of their academic grades. This finding indicates that Reading Interest alone, without support from other factors such as critical reading skills or adequate practice opportunities, is not

sufficient to enhance academic performance.

Theoretically, Reading Interest should be closely related to the cognitive domain that is, the ability to analyze and integrate the information read as explained by Sebastian (2022) and Anderson and Pierson. Marlina & Ardiyaningrum (2021) also found that students with high Reading Interest tend to understand lesson material more easily. However, at SDN Jatibaru 02, the quality of reading materials and the availability of dedicated reading time remain low, so the potential for developing cognitive skills through reading has not been realized optimally (Elendiana, 2020).

Therefore, to maximize the influence of Reading Interest on Academic Achievement, a more comprehensive intervention is required. Schools and parents need to provide attractive and age-appropriate reading materials, as well as facilitate comfortable reading corners. Furthermore, teachers can integrate reading activities with contextual learning methods, such as discussions or literacy-based projects, so that students are not only interested in reading but also able to apply their reading outcomes in academic tasks.

The regression analysis results show that Motivation to Learn (X_2) has a positive and significant effect on Academic Achievement (Y) with a coefficient of 0.780 ($p < 0.001$). This means that each one-unit increase in the Motivation to Learn score is estimated to raise the Academic Achievement score by 0.780 units. This finding confirms that motivated students, both intrinsically and extrinsically, tend to be more diligent in the learning process and complete tasks more effectively, thereby achieving higher academic results.

Theoretically, Motivation to Learn serves as an internal and external driver that influences students' perseverance and quality of engagement in learning (Syafari & Montessori, 2021). Rismayanti et al. (2023) also emphasize that intrinsic motivation which includes learning driven by curiosity and personal satisfaction and extrinsic motivation which includes learning driven by rewards or recognition both contribute significantly to Academic Achievement. When students feel motivated, they find it easier to set

learning goals, manage their time, and overcome academic challenges.

The practical implication of this finding is the importance of creating a supportive environment for Motivation to Learn by teachers and parents. Teachers can implement challenging yet enjoyable teaching methods, provide constructive feedback, and relate lesson material to real life to enhance relevance. Parents can reinforce motivation by praising their children's efforts and supporting learning activities at home. Thus, a joint effort between school and family to foster Motivation to Learn is expected to drive sustainable improvements in students' Academic Achievement.

The simultaneous test results show that Reading Interest (X_1) and Motivation to Learn (X_2) together have a significant effect on Academic Achievement (Y), with an F-value of 17.668 and $p < 0.001$. This regression model can explain 44.5% of the variation in Academic Achievement based on these two independent variables ($R^2 = 0.445$). In other words, when these two factors are combined, they meaningfully contribute to enhancing students' academic performance.

Theoretically, this finding aligns with the conceptual framework proposed by Kinasih and Mariana (2021), which states that Motivation to Learn and reading habits reinforce each other in the learning process. Anderson and Pierson also assert that effective reading activities have greater impact when accompanied by strong motivation, because motivation drives students to process the information they read more deeply. In other words, Reading Interest opens access to various knowledge, while Motivation to Learn ensures that students actualize that knowledge in academic activities.

The practical implication of this result is the importance of an integrated approach at school and at home. Literacy programs need to be combined with motivation-enhancing strategies, such as reading clubs that offer challenges and rewards, as well as project-based learning that requires students to apply their reading outcomes. Additionally, teacher and parent support must be aligned in instilling reading habits and providing appreciation for learning efforts. Thus, the synergy between Reading Interest and Motivation to Learn can be maximized to drive comprehensive

improvement in Academic Achievement.

E. Conclussion

This study aimed to examine the contributions of Reading Interest and Motivation to Learn on the Academic Achievement of third-grade students at SDN Jatibaru 02 Cikarang. Based on the analysis, the conclusions are as follows:

1. Students' Reading Interest did not have a significant effect on Academic Achievement.
2. Motivation to Learn proved to be the primary factor driving academic success.
3. Reading Interest and Motivation to Learn are integrated into a single instructional model, they together make a meaningful contribution to variability in students' Academic Achievement.

Based on the research findings, the researcher offers the following suggestions: Schools are encouraged to prioritize programs that enhance students' Motivation to Learn, as motivation has been proven to significantly influence academic achievement; Teachers should focus on strengthening students' Motivation to Learn by applying engaging and interactive learning methods, such as problem-based learning, group discussions, and contextual learning activities; Parents play an important role in supporting children's Motivation to Learn at home; Future researchers are recommended to further explore Motivation to Learn by including additional variables such as teacher–student interaction, parental involvement, self-efficacy, or learning environment.

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