The Influence of Reading Interest and Learning Environment on Indonesian Language Learning Achievement of Fifth Grade Elementary School Students in Cluster 01 Kretek Bantul

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Abstract. The aim of this study is to determine the effect of reading interest, and learning environment on Indonesian language learning achievement, both individually and collectively in fifth grade elementary school students in Cluster 01 Kretek Bantul. This research was carried out in the Kretek District of Bantul in the 2021/2022 academic year. The research population is all class V SDN in cluster 01 who are registered in the 2021/2021 academic year totaling 112 students. The research sample was taken using proportional random sampling technique totaling 91 students. Data collection techniques used are questionnaires and documents. Questionnaires are used to collect data on reading interest, and learning environment, documentation is used to collect data on Indonesian language learning achievement. Data analysis was carried out quantitatively, using multiple linear regression analysis techniques. The results of the study found (1) there was an effect of reading interest on Indonesian learning achievement with a regression coefficient of 1.729 at $p = 0.000$, (2) there was no positive influence of the learning environment on Indonesian learning achievement with a regression coefficient of .476 at $p = 0.905$, (3) There is an effect of interest in reading and the learning environment together on students' Indonesian learning outcomes with an F of 10,184 at $p = 0.00$ meaning that the higher the interest in reading and the learning environment, the higher the learning achievement of Indonesian language students in class V SD Negeri Se- Cluster 01 Kretek District, Bantul.

Keywords: Reading Interest · Learning Environment · and Learning Achivement

1 Introduction

Education as a means of maturing humans and can also help students to deal with the times that continue to change rapidly. This rapid change requires students to be more active and independent in learning activities. Through education, each individual will gain experience that affects the development of his personality. Education is an act carried out by every human being [1].

In the period of demanding education and implementing the nine-year compulsory education program for elementary school (SD), it is included as a part of it, because SD is the first educational institution that requires students to be able to learn to write, read, and count. These skills are the main foundation for students to gain knowledge. Lack of mastery of student skills will certainly find it difficult to be able to master knowledge. In addition to mastering skills, there are other things that are more fundamental to being able to master a science, namely by mastering language.

Reading is one of the main points to gain knowledge. Tarigan, states that reading is a process of understanding the writer mesaage of the writing itself. Students will get the knowledge given by the author [2]. By doing a lot of reading activities, students will broaden their knowledge and insight. This of course will affect how the learning process and student mindset.

Reading awareness is a habit of family and environment. Moreover reading is a process of gained the poin of writing or literature [3]. Interest in reading in each student is always different because this interest is also influenced by the encouragement and willingness from within the student, the support of parents at home and teachers at school.

Slameto says reading need a habituation and process of interest [4]. So learning is a process of changing an individual broadly as a result of interaction with various kinds of experiences in the surrounding environment. A habit that is done by individuals in the learning process can affect the learning outcomes that will be obtained. One of the good habits to do during the learning process is reading. Because doing a lot of reading activities will be very useful for the learning process later, because reading will be needed in various other subjects so that reading will be very useful for the life to come.

One of the factors that influence learning outcomes in the student learning process is the student learning environment. Because the environment greatly affects the psychological state of students which will support a good atmosphere later. This learning environment consists of an internal and external environment. An adequate learning environment will make students comfortable to study and not get a lot of distractions when students are studying.

The educational environment according to Rahadja and La Sulo in Fadhilaturrahmi is the setting where education takes place. According to Saroni in Fadhilaturrahmi, the learning environment is everything related to where the learning process is carried out [5]. Slameto suggests environtment has an importance role in reading progress [4].

At this time the development of technology has been very rapid, thus making it easy for elementary school students to access the internet freely on their personal cell phones. In addition, online games are also increasingly favored by elementary students. Diverse television viewing also distracts students from studying, especially reading books.

Based on an online interview with one of the fifth grade teachers of a State Elementary School in Kretek District, it was found that there are some students who have a diversity of reading, there are students who like to read textbooks, some like to read illustrated and colored comics, besides that there are also students who read children's story books. But only see pictures. Other problems also arise from the student learning environment, for example the lack of support for reading activities so that some students do not have a penchant for reading so that when doing assignments they will have a little difficulty.

Based on the problems mentioned above, researchers are interested in researching further about reading interest and the learning environment of elementary school students, given that books are a very effective medium, which will become healthy nutrition that means a lot to a child's brain, just like food means to the body.. These problems must be addressed immediately because a culture of interest in reading is very important in the learning process, and also increases the enthusiasm of students in learning.

2 Research Methodology

This type of research is a quantitative survey. The general purpose of survey research is to obtain an overview of a population. As explained by Danuri and Maisaroh that survey research was carried out by researchers with three objectives, namely (1) describing the natural conditions that existed at that time; (2) Identify regularly the current state for comparison; (3) Determine the relationship of something that lives between specific events [6].

The population of this research is all fifth grade students of SD N Se-Cluster 01 Kretek Bantul Yogyakarta who enrolled in the 2020/2021 academic year totaling 112 students. The research sample was taken using proportional random sampling technique, totaling 91 students.

Data collection techniques used are questionnaires and documents. Questionnaires are used to collect data on reading interest, and learning environment, documentation is used to collect data on Indonesian language learning achievement. The research instrument used was a questionnaire on Reading Interest and Learning Environment with a Likert Scale having a score with a scale: Strongly Agree (1), Disagree (2), Neutral (3), Agree (4) and Strongly Agree (5). In this study, the Likert scale used is a modified Likert scale of four scales: Strongly Disagree (1), Disagree (2), Agree (3) and Strongly Agree (4).

From the results of the analysis of the results of the reading interest questionnaire test, it is known that a total of 11 items are valid, 9 items are invalid. The reading interest questionnaire used to collect reading interest data in this study consisted of 11 items with validity ranging from 0.38 to 0.58, higher than the r table of 0.36 with a reliability index of 0.78 in the high category. From the results of the analysis of the scores of the Learning Environment questionnaire test results, it is known that there are 16 valid items with a validity index ranging from 0.383 to 0.58 which is higher than r table 0.36, with a reliability index of 0.74 in the high category.

The data analysis technique used is multiple regression test, which previously tested descriptive analysis and classical assumption test in the form of normality test, multicollinearity test and linearity test. Multiple regression with 3 variables was used to determine a relationship between two independent variables (predictors) and one dependent variable. The researcher also conducted an F test which aims to determine whether or not there is a simultaneous (together) effect given by the independent variable (X) on the dependent variable (Y). The study also added a termination coefficient to find out what percentage of the effect the independent variable (X) simultaneously gave to the dependent variable (Y). The analysis was carried out using the SPSS program with the assessment criteria if the significance level was less than 0.05 then Ha was accepted. If the significance probability is greater than 0.05, then Ha is rejected.

3   Research Result and Discussion

3.1   Research Result

The data analysis technique used in this research is the Multiple Regression analysis techniques. The analysis was carried out with the help of the IBM SPSS 21.0 Statistics For application Windows. Multiple regression test results are presented in the following Table 1.

Based on the results of the multiple regression analysis above, the constant (a) value is 15,516 with a regression coefficient (a) of 1,729 at $p = 0.00$ so that it can be concluded that Ha1 is accepted and Ho1 is rejected, which means that there is a very significant influence on reading interest (X1) on Indonesian language learning achievement (Y).

Based on the results of the multiple regression analysis above, the value of constant (a) is 15.516 with a regression coefficient (b) of 0.053 at $p = 0.905$ so it can be concluded that Ha2 is rejected and Ho2 is accepted, which means that there is no effect of the student learning environment (X2) on Indonesian language learning achievement (Y).

The researcher also conducted an F test which aims to determine whether or not there is a simultaneous (together) effect given by the independent variable (X) on the dependent variable (Y). The study also added a termination coefficient to find out what percentage of the effect the independent variable (X) simultaneously gave to the dependent variable (Y). The results of the F test are as follows Table 2.

Based on the results of the F test in the Table 2, it is known that the significance value for the effect of interest in reading (X1) and learning environment (X2) on students simultaneously on learning achievement in Indonesian (Y) is $0.000 < 0.05$ and the F value is calculated at $10. 184 > F$ Table 3, so it can be concluded that Ha3 is accepted and H03 is rejected, which means that there is an effect of reading mint (X1) and students' learning environment (X2) simultaneously or together on student learning achievement (Y).

Based on the results of the termination coefficient on Table 3, it is known that r Square is 0.188, this means that the effect of student interest in reading (X1) and learning

Table 1. Multiple Regression Analysis Results

Coefficients[a]					
Model		Unstandardized Coefficients		T	Sig.
		B	Std. Error		
1	(Constant)	15.516	22.088	.702	.484
	Interested in reading	1,729	.395	4.337	.000
	Learning Environment	.0.53	.444	.120	.905

Table 2. F . Test Results

Model	F	Sig.
Regression Residual	10.184	.000

Table 3. Determination Test

Model	R	R Square	Adjusted R Square	Std Error Of The Estimate
1	.434	.188	.169	16.667

environment (X2) simultaneously on learning achievement in Indonesian (Y) is 18.8%. The remaining 81.2% is explained by other variables that have not been included in this study.

3.2   Discussion of Research Result

3.2.1   The Influence of Reading Interest on Indonesian Learning Achievement

The first hypothesis in this study is that reading interest has an effect on learning achievement in Indonesian in fifth grade students of SD Negeri Se-Cluster 01 Kretek. The results of the hypothesis test state that reading interest has a positive effect on student learning achievement. This is evidenced by the significance value of $0.000 < 0.05$ so that it can be concluded that the first hypothesis is accepted.

From the results of research conducted shows that the higher the level of interest in reading students will also increase student learning achievement in Indonesia. The results of this study support the theory that explains that reading interest can be interpreted as a desire, willingness and encouragement from the students themselves. In addition, reading interest can be defined as an interest that encourages us to be able to feel interest and pleasure in reading activities and gain a lot of broad knowledge after reading activities, whether reading books in order to understand written language [3].

3.2.2   The Influence of the Learning Environment on the Achievement of Learning Indonesian

The second hypothesis in this study is that the learning environment affects the learning achievement of Indonesian language students in class V SD Negeri Se Gugu 01 Kretek Bantul. The results of the hypothesis test state that the learning environment does not have a positive effect on student learning achievement. This is evidenced by the significance value of $0.905 > 0.05$ so that it can be concluded that the second hypothesis is not accepted.

From the results of the study it was found that the learning environment had no effect on students' learning achievement in Indonesian. The results of this study are different from the results of previous studies, and the theories presented by experts. This is presumably because at this time most students study at home. Students who usually study at school everyday due to the pandemic are learning online at home, making it ineffective due to a lack of tutoring and not being able to make good use of their free time to study.

3.2.3 The Influence of Reading Interest and Learning Environment on Indonesian Language Learning Achievement

The third hypothesis in this study is that interest in reading and the learning environment together affect the learning achievement of fifth grade Indonesian students at SD Negeri Se Gugu 01 Kretek Bantul. The results of the hypothesis test state that reading interest and students' learning environment have a positive effect on student achievement. This can be proven by the significance value of $0.000 < 0.05$ and the simultaneous effect of reading interest (X1) and student learning environment (X2) on student learning achievement (Y) of 18.8% with the regression equation $Y = 15.516 + 0.053X1 + 1,729 X2 + 22,088$, so it can be concluded that the third hypothesis is accepted.

From the results of the research conducted, it shows that the higher the interest in reading and the student's learning environment, the higher the student's learning achievement. Students must be able to grow interest in learning because a great interest in learning will result in high achievement, otherwise a lack of interest in learning will result in low achievement [7]. Students can add and develop general knowledge by getting used to studying well and increasing the frequency of reading and a harmonious, comfortable, and caring student learning environment for children will make learning outcomes good. The results of this study also strengthen previous research conducted by Aprilia shows that there is a relationship between reading interest and student achievement. In addition to reading interest, learning environment factors can also affect student achievement [8]. This is corroborated by the results of research Kuncoro showing a relationship between the learning environment and student achievement [9].

4   Conclusion

Based on the results of research conducted in November 2021 with a total sample of 91 students, how the students' Indonesian achievement in terms of reading interest and the learning environment of fifth grade elementary school students in Cluster 01 Kretek Bantul District, it can be concluded (1) There is a positive influence between interest in reading on students' Indonesian learning achievement, it is known from the sig value of $0.000 < 0.05$. This means that the higher the student's reading interest, the higher the learning achievement of Indonesian language students in class V SD Negeri Se-Cluster 01, Kretek Bantul District, (2) There is no positive influence between the learning environment on students' Indonesian learning achievement, this is known from the sig value of $0.905 < 0.05$. This means that there is no influence of the student's learning environment on the learning achievement of Indonesian students in class V of SD Negeri Se-Cluster 01, Kretek District, Bantul, (3) Reading interest and the learning environment together affect students' Indonesian learning achievement, this is known from the sig value of $0.000 < 0.05$. This means that the higher the interest in reading and the student's learning environment, the higher the learning achievement of the fifth grade Indonesian elementary school students in Cluster 01, Kretek District, Bantul.

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