THE RELATIONSHIP BETWEEN LEARNING MOTIVATION AND READING INTEREST OF FIFTH GRADERS IN THEME 6 OF SUBTHEME I AT SD NEGERI SAMAHANI ACEH BESAR

Safrelayanti[1], Hambali[2], Indah Suryawati[3*]
[123]Universitas Serambi Mekkah, Indonesia
*indah.suryawati@serambimekkah.ac.id

ABSTRACT

Learning motivation and high interest in reading are one of the factors of students' success. Based on the results of observations carried out at Samahani Aceh Besar Public Elementary School it was stated that there were several problems in learning motivation and reading interest of fifth-grade students at Samahani Aceh Besar Public Elementary School, which were still in the low category. Many students lack motivation in learning and some of them still have low interest in reading, resulting in a lack of motivation to study. The aim of this study was to determine the relationship between learning motivation and reading interest of fifth grade students on the 6th sub-theme I at SD Negeri Samahani Aceh Besar. The approach used was a quantitative approach and a type of correlation research. The population in this study were all students of SD Negeri Samahani Aceh Besar grades V-A and V-B, totaling 44 students. The sample consisted of 22 students from class V-B. Data collection techniques in this study were observation, questionnaires, interviews, and documentation. Based on the research results, the correlation value obtained was 0.59 in the sense that the relationship between learning motivation and reading interest of fifth grade students on theme 6 sub-themes I at SD Negeri Samahani Aceh Besar was quite adequate. These results can be proven by the results of the t-test analysis, the value of tcount = 2.955 and ttable = 1.720, thus tcount   ttable so that it can be concluded that Ha is accepted or in other words "there is a relationship between learning motivation and reading interest of fifth grade students on theme 6 sub-theme I in SD Negeri Samahani Aceh Besar.

Keywords: *learning, motivation, reading interest*

1.   INTRODUCTION

Education is a conscious and planned effort to enliven the learning atmosphere and also the teaching process so that students are active in developing their potential to have religious spiritual strength, a personality capable of self-control, intelligence, noble character and also good morals and skills needed for self themselves, society, nation and country.

One effort that is used to develop the potential of students is to increase learning motivation and interest in reading students so that there is encouragement to get a change so that a sense of interest in an activity arises, especially in reading. By reading students' thinking skills will be honed and developed as well as knowledge of information on students will increasingly expand towards the main gate entering the world of information and knowledge as in Misbahudin's statement (2017) that motivation is an impulse that arises from within a person consciously or not realized. While learning is an effort made by individuals to get a new change in behavior as a whole as a result of the individual's own experience in interaction with the environment. Interest in reading is an encouragement to understand word for word and the text contained in the reading as outlined in the reading (Susanti, 2020).

Based on initial observations and the results of interviews with researchers of class V teachers at SD Negeri Samahani, most of the students' learning motivation and interest in reading were still low. There are several reasons for the low interest in reading and learning motivation of students at SD Negeri Samahani, namely most students think that reading is a very boring activity, visiting hours for the library are low, and the list for borrowing books is also lacking. Students do not take advantage of the free time they have for reading, because their free time is only used to play in the school environment. When given assignments by the teacher, many students only copy the work of their friends, they lack the desire to show their own work, their orientation is only how assignments are collected without regard to the quality of their work. This shows the lack of desire and desire of students to succeed.

The low reading interest of students is caused by several factors. One of the factors that can influence reading interest is learning motivation. Motivation is a series of efforts in the form of a force that functions to encourage someone to do something to achieve the desired goal (Susanti, 2020). Therefore, the writer is interested in solving problems related to the relationship between learning motivation and reading interest in Class V students in Theme 6 Sub-theme I at SDN Samahani Aceh Besar.

2.   LITERATURE REVIEW

2.1   Definition of Motivation

2.2   Susanti (2020) stated that motivation comes from the Latin "movere" which means to move. Wlodkowski explained motivation as a condition that causes or gives rise to certain behavior and which gives direction and persistence to that behavior. Motivation is the totality of drives, wants and needs and similar forces that drive a person's behavior.

2.3   Emda (2017) stated in his research that the process of learning motivation is a very important dynamic aspect. It often happens that students who are underachieving are not caused by their lack of ability, but because there is no motivation to learn so

that they do not try to direct all their abilities. Motivation is one of the factors that encourage students to want to learn.

2.2 Learning Motivation Indicator

Motivation has an important role in learning activities. Motivation is one of the factors that determine success in the learning process, because without motivation it is unlikely that students will succeed in learning. Students who have motivation can be seen from the activities they carry out daily as expressed by Sadirman (2016) that indicators of the characteristics of learning motivation exist in everyone, namely: (1) Being diligent in facing tasks, (2) Being tenacious in the face of adversity, (3) Showing interest in various problems, (4) Preferring to work independently, (5) Quickly getting bored with routine tasks (things that are mechanical, so they just repeat themselves and are less creative), (6) Being able to justify their opinions (if they are convinced), (7) Being determined if they believe in something, and (8) Enjoying to find and solve problems.

Sudjana (2016) states that learning motivation can be seen through criteria or indicators of learning motivation, namely: (1) interest and attention to lessons, (2) enthusiasm for carrying out learning assignments, (3) responsibility in carrying out assignments learning, (4) the reaction shown to the stimulus given and (5) the feeling of pleasure and satisfaction in doing the task given.

2.4 Reading Interest

According to Gustina (2019), interest is a feeling of preference and a sense of interest in something or activity, without anyone ordering it. Interest is basically the acceptance of a relationship between oneself and something outside oneself. The stronger or closer the relationship, the greater the interest. Interest has the meaning of difficulty (inclination of the heart) to something, desire. Interest can be interpreted as a tendency to pay attention to and remember some activities.

In general, there are two factors that affect the level of interest in reading, namely internal and external factors. Internal factors are factors that come from within such as nature, habits and self-expression. Internal factors include intelligence, age, gender, reading ability, attitude and psychological needs. Internal is the overall or global ability of an individual to act according to purpose, think logically or rationally and act effectively in all circumstances. Cahyono again continued that external factors are factors that come from outside or environmental factors, both from the family environment, neighbors and the school environment. This factor affects the motivation, willingness, tendency to always read. External factors include the unavailability of appropriate reading materials, social status, economy, ethnic groups, the influence of peers, parents, teachers, television, cellphones and films.

3. METHODS

The approach used in this research is a quantitative approach. Quantitative research is a method used to answer a research problem related to data in the form of numbers and statistical programs (Wahidmurni, 2017). The population in this study were all 22 students of class V. The samples in this study were all fifth grade students, totaling 22 students consisting of 13 boys and 9

girls. The sampling technique in this study used purposive sampling. Data collection techniques using questionnaires, observation and interviews. After the data was collected, the researcher tabulated and analyzed the results of the questionnaire. Data were analyzed using the Product Moment Correlation formula.

Table 1. Product Moment Correlation

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Source: Arikunto (2017)

Next, the hypothesis was tested using t-test:

$$t = \frac{r\sqrt{n-2}}{1-r^2}$$

Source: Arikunto (2017)

4. RESULTS & DISCUSSION

Based on the results of the questionnaire data analysis with the calculation of learning motivation (x) of 734 and interest in reading (y) 667. These results are initial data before being processed to determine the relationship between the two variables. The next step is to perform data processing to find out the relationship between the two variables selected in this study using the product moment correlation formula as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Descriptions:

r_xy = Correlation

x = Total score variable x (learning motivation)

y = Total variable score y (reading interest)

N = Number of students

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

$$= \frac{2 \cdot x2 \cdot 5 \cdot - (7 \cdot)(6 \cdot)}{\sqrt{\{2 \cdot (2 \cdot 9 \cdot) - (7 \cdot)^2\}\{2 \cdot x2 \cdot 7 \cdot - (6 \cdot)^2\}}}$$

$$= \frac{4 \cdot 6 \cdot - 4 \cdot 5}{\sqrt{((5 \cdot 1 \cdot - 5 \cdot 7 \cdot)(4 \cdot 3 \cdot - 4 \cdot 8 \cdot)}}$$

$$= \frac{6.1}{\sqrt{(9.3 \cdot)(1 \cdot 4 \cdot)}}$$

$$= \frac{6.1}{\sqrt{1 \cdot 9 \cdot 4}}$$

$$= \frac{6.1}{1 \cdot 3} = 0{,}59$$

The results of data analysis between variable x (learning motivation) and variable y (interest in reading) obtained a correlation value of 0.59. According to Arikunto (2017), if the correlation value criteria is "r" Product Moment (rxy) = 0.40 to 0.60, it is sufficient or rather low. Then the interpretation obtained is that the variables x and y have sufficient correlation.

Furthermore, to test the hypothesis, the author uses the formula proposed by Arikunto (2017) as follows:

$$t = \frac{r\sqrt{n-2}}{1-r^2}$$

Descriptions:

t = statistical price

r = Correlation Coefficient

n = Number of samples

$$t = \frac{r\sqrt{n-2}}{1-r^2}$$

$$= \frac{0.5\sqrt{2-2}}{\sqrt{1-0.5^2}}$$

$$= \frac{0.5\ (4.4\ )}{\sqrt{0.6}}$$

$$= \frac{2.6}{\sqrt{0.6}}$$

$$= \frac{2.6}{0.8}$$

$$= 2,955$$

Based on the calculation above, the tcount = 2.955 with a significant level of real = 0.05 and using dk = n-1, dk = (22-1) = 21. From the distribution list, the value of dk (21) and ttable is 1.720 and tcount is 2.955 thus t$_{count}$ t$_{table}$ or 2.995 1.720 then the hypothesis Ha is accepted and h0 is rejected. According to Sugiyono (2006), "H0 is accepted if tcount ttable and H0 is rejected if t$_{count}$ t$_{table}$". Thus, it can be concluded that "there is a relationship between learning motivation and reading interest of fifth grade students on theme 6 sub-themes I at SD Negeri Samahani Aceh Besar" is accepted.

4.1 Results of Interview Data Analysis

Based on the analysis of the results of the interviews with the class teachers, it was found that the level of development of students' reading was good, but not all children got good categories in reading. From here the teacher is guided creatively to protect students in learning so that students are getting better at reading. Samahani Public Elementary School teachers have also implemented reading activities before learning begins in order to invite students to get used to reading activities and open broad horizons and help students who cannot or stammer in learning. In providing motivation, the teacher appreciates students who like to read by giving gifts and enthusiasm to grow and increase motivation so that good reading interest is created. In addition, students who cannot read well will be interested and more eager to read. The learning methods used to accompany students' reading activities in the class include CTL, lectures, assignments, cooperative learning and others**.**

SD Negeri Aceh Besar has also implemented literacy activities and other activities that support student learning, especially for students who are still weak in reading. In educating the children of this nation we always meet with obstacles. Like the Samahani Public Elementary School teacher, they also experience difficulties in guiding students in learning, including children who cannot concentrate on reading, this number is included in the 20% of children who have low interest in reading. To overcome this the teacher accompanies them when the lesson takes place and places students close to the teacher. As for other obstacles, some parents pay less attention to students at home in the development of students' reading. To overcome this, it is necessary to use new methods that foster interest in reading. In increasing students' motivation and interest in reading, each class is provided with a reading corner and a literacy program is scheduled. But occasionally too

private reading for children who are still stammering in reading in their free time. We can understand that SD Negeri Samahani has implemented a literacy program along with activities that can develop students' interest in reading. The availability of a reading corner in the classroom is very helpful for students and attracts students' attention to reading and how happy students will be if there are many story books available.

5. CONCLUSION

Based on the results of research and data processing and discussion, the results of the analysis showed a correlation value of 0.59. In the correlation criteria it is stated that 0.40-0.60 has sufficient correlation. Furthermore, it is proven by looking for the t test value which shows that tcount ttable in other words Ha is accepted and H0 is rejected. So it can be concluded that there is a relationship between learning motivation and reading interest of fifth grade students on theme 6 sub-theme I at SD Negeri Samahani Aceh Besar with sufficient correlation values.

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