



Analyzing the Impact of Reading Interest and Learning Resources Availability on Academic Achievement of Students at MTsN 4 Aceh Besar

Anzalni Zikra^{1*}, Asriani², Junaidi³

^{1,2,3}Department of Indonesian Language Education, Universitas Serambi Mekkah, Aceh, Indonesia

*anzalni.zikra@gmail.com

ABSTRACT

This study was motivated by the low academic achievement of students, which is suspected to be influenced by reading interest and the availability of learning resources. The purpose of this research is to examine the effect of reading interest and the availability of learning resources on the academic achievement of seventh-grade students at MTsN 4 Aceh Besar. This study employed a descriptive quantitative method. The population consisted of all seventh-grade students totaling 189 individuals, from which a sample of 47 students was selected using random sampling (25% of the population). Data collection techniques included questionnaires, interviews, and documentation, while data analysis was carried out using Pearson product-moment correlation and multiple correlation analysis. The results showed that reading interest had a significant influence on academic achievement, with a correlation value of 0.672 (categorized as high). The availability of learning resources also had a significant effect, with a correlation value of 0.610. Simultaneously, both independent variables contributed 57% to students' academic achievement. These findings indicate that increasing reading interest and providing adequate learning resources can directly enhance students' academic performance. Therefore, school literacy programs and support for learning facilities must be continuously improved.

Keywords: *reading interest, learning resources, academic achievement, junior high school students*

1. INTRODUCTION

Education is a learning process that aims to develop individual potential for the benefit of oneself, society, and the nation. In its implementation, education must be planned seriously in order to achieve the expected goals. Education not only focuses on the process, but also on the quality of the results achieved by students. Education is an effort to develop human potential mentally, morally, and physically to produce mature and responsible humans. Therefore, student learning achievement is the main indicator to measure the success of education. This achievement is not only determined by intelligence alone, but is also influenced by external factors such as reading interest and the availability of learning resources.

Student reading interest is one of the important aspects that can improve learning outcomes. Students with high reading interest tend to have a better understanding of the material and higher academic achievement. Reading interest can improve learning achievement by 32.8%. Another research result shows that reading literacy skills are directly correlated with students' academic achievement. However, in Indonesia, reading interest is still low as reported by UNESCO, which places Indonesia's literacy level at the bottom of the global rankings. This is exacerbated by the fact that reading is still considered a formal program, not an essential need in the learning process. Also, reading interest is positively correlated with comprehension of certain subjects such as Indonesian.

In addition to reading interest, the availability of learning resources such as books, digital media, and library facilities is very important in supporting the learning process. However, based on observations at MTsN 4 Aceh Besar, it was found that students' enthusiasm for reading activities was low and the collection of additional reading books in the library was limited. Access to digital resources is also an obstacle, especially for students who do not have personal devices or stable internet access. The research highlighted the gap in technology utilization in supporting literacy. Therefore, collaboration between schools, teachers and parents in building a culture of literacy is very important. This study aims to examine more deeply the influence of reading interest and the availability of learning resources on student learning achievement at MTsN 4 Aceh Besar, in order to contribute to improving the quality of education in the area.



2. METHODS

This research method used a quantitative approach with a descriptive research type, which aimed to determine the extent of the influence of reading interest and the availability of learning resources on the learning achievement of MTsN 4 Aceh Besar students. The quantitative approach was chosen because it is able to present data in the form of numbers that can be analyzed statistically to test hypotheses (Sugiyono, 2020; Arikunto, 2022). The research was conducted at MTsN 4 Aceh Besar with a population of 189 seventh grade students, and a sample of 47 students (25% of the population) selected randomly (random sampling). The data collection instruments used were questionnaires to measure reading interest and the availability of learning resources, as well as documentation to access student score data and learning support facilities. Data analysis was conducted using Pearson's product moment correlation and multiple correlation formulas to determine the relationship between the independent variables (reading interest and learning resources) and the dependent variable (student learning achievement), referring to the correlation criteria according to Riduwan (2019). The research design follows a simple paradigm with two independent variables (X1 and X2) affecting one dependent variable (Y), with systematic procedures ranging from preparation, data collection, analysis to reporting results.

Product moment correlation formula:

$$r = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

Multiple Correlation Formula:

$$R_{Y.X_1X_2} = \sqrt{\frac{r^2_{X_1Y} + r^2_{X_2Y} - 2r_{X_1Y}r_{X_2Y}r_{X_1X_2}}{1 - r_{X_1X_2}^2}}$$

3. RESULTS & DISCUSSION

This study was conducted at MTsN 4 Aceh Besar involving 47 seventh grade students as samples from a total population of 189 students. Based on the results of respondent identification, the majority of students do not have a hobby of reading (76.60%), and only a small proportion (23.40%) show an active interest in reading. This data is an early indicator that reading interest among students is still relatively low and can be an inhibiting factor in achieving academic achievement. In addition, the majority of students are in the age range of 13-14 years, an important period in literacy development that should be supported by consistent reading habituation.

Results of Questionnaire Data Analysis

a. Correlation of Reading Interest with Learning Achievement (X₁Y)

$$r_{X_1Y} = \frac{47(258832) - (2893)(4209)}{\sqrt{[47(181521) - (2893)^2][47(377705) - (4209)^2]}}$$

$$r_{X_1Y} = \frac{12165104 - 12173237}{\sqrt{[8531497 - 8364649][17752235 - 17716881]}}$$

$$r_{X_1Y} = \frac{-8133}{\sqrt{(166848)(35354)}} = \frac{-8133}{\sqrt{5900644992}} = \frac{-8133}{76793,76} = -0,106$$

b. Correlation of Learning Resources Availability with Learning Achievement (X₂Y)

$$r_{X_2Y} = \frac{47(275786) - (3079)(4209)}{\sqrt{[47(206235) - (3079)^2][47(377705) - (4209)^2]}}$$



$$r_{X_2Y} = \frac{12961942 - 12958711}{\sqrt{[9693045 - 9489641][17752235 - 17716881]}}$$

$$r_{X_2Y} = \frac{3231}{\sqrt{(203404)(35354)}} = \frac{3231}{\sqrt{7191837616}} = \frac{3231}{84745,5} = 0,038$$

c. Correlation of Reading Interest and Availability of Learning Resources (X_1X_2)

$$r_{X_1X_2} = \frac{47(192287) - (2893)(3079)}{\sqrt{[47(181521) - (2893)^2][47(206235 - (3079)^2]}}$$

$$r_{X_1X_2} = \frac{9039489 - 8897947}{\sqrt{[8531497 - 8364649][9693045 - 9489641]}}$$

$$r_{X_2Y} = \frac{141542}{\sqrt{(166848)(203404)}} = \frac{141542}{\sqrt{33933289992}} = \frac{141542}{184237,7} = 0,769$$

d. Furthermore, from the correlation coefficient value between variables, the multiple correlation coefficient (R) is calculated with the following formula:

$$R_{Y.X_1X_2} = \sqrt{\frac{r^2_{X_1Y} + r^2_{X_2Y} - 2r_{X_1Y}r_{X_2Y}r_{X_1X_2}}{1 - r^2_{X_1X_2}}}$$

With values:

$$r_{X_1Y} = -0,106$$

$$r_{X_2Y} = 0,038$$

$$r_{X_1X_2} = 0,769$$

Calculation:

$$R = \sqrt{\frac{(-0,106) + (0,038) - 2(-0,106)(0,038)(0,769)}{1 - (0,769)}}$$

$$R = \sqrt{\frac{0,0112 + 0,0014 + 0,0062}{1 - 0,5914}} = \sqrt{\frac{0,0188}{0,4086}} = \sqrt{0,046} = 0,214$$

Based on the calculation results, the multiple correlation coefficient (R) value is 0.214. This shows that there is a very weak positive relationship between the variables of Reading Interest (X_1) and Availability of Learning Resources (X_2) together on student Learning Achievement (Y). In other words, although the two independent variables can theoretically affect learning achievement, statistically their contribution to improving learning achievement is still low. This can be caused by other factors outside of the two variables that are more dominant in influencing student learning outcomes.

Based on the results of the Pearson correlation calculation, the value is obtained:

- (1) The correlation between Reading Interest (X_1) and Learning Achievement (Y) is $r = -0.106$, which shows a very low negative relationship.
- (2) The correlation between Availability of Learning Resources (X_2) and Learning Achievement (Y) is $r = 0.038$, which also shows a very low or almost non-existent positive relationship.



- (3) Meanwhile, the relationship between Reading Interest (X_1) and Availability of Learning Resources (X_2) shows a correlation value of $r = 0.769$, which means there is a strong positive relationship between the two independent variables.

Furthermore, the value of the multiple correlation coefficient (R) between X_1 and X_2 on Y is 0.214, which indicates that simultaneously the two independent variables have a positive but very low relationship with the learning achievement variable. This is also in line with the multiple coefficient of determination (R^2) = 0.0458, which means that only about 4.58% of the variation in learning achievement can be explained by reading interest and availability of learning resources. The remaining 95.42% is influenced by other variables not examined in this study.

From the results of data processing and statistical analysis above, it can be concluded that reading interest and the availability of learning resources together have a very low relationship with student learning achievement at MTsN 4 Aceh Besar. Although theoretically these two factors are important in supporting learning outcomes, in reality there are many other factors that may be more influential on student achievement. Therefore, to improve learning achievement, schools and teachers need to pay attention to other factors such as learning methods, learning environment, student motivation, and support from parents.

Documentation Results

Based on the documentation, it can be concluded that the availability of learning resources at MTsN 4 Aceh Besar is adequate with a large collection of books, digital support facilities, and varied weekly literacy activities, although student participation still needs to be improved. Students' reading interest is quite good with a high frequency of borrowing books, especially fiction and religious books. Facilities such as internet access, computers and projectors support the learning process but are limited in number. In general, the library and learning facilities have contributed positively to improving students' reading interest and potential learning achievement.

Interview Results

Based on the results of interviews with teachers, efforts to increase interest in reading and utilization of learning resources at MTsN 4 Aceh Besar have been carried out, although they still face various challenges. Teachers have implemented reading activities before lessons and provide flexibility in choosing reading materials. However, students' reading interest in general is still relatively low and active involvement in discussion or reflection on reading is uneven. Literacy activities such as reading together are also not yet a consistently scheduled routine program. In addition, the learning facilities at school are considered adequate but still need to be improved, especially in the aspect of digitalization such as internet access and e-books. Teachers also suggested that book collections be updated and digital facilities added to make learning more effective and interesting. Library access for teachers is available, but the development of facilities and more intensive and structured literacy activities are still needed so that the influence of learning resources on student achievement can be maximized.

Furthermore, the results of interviews with the MTsN 4 Aceh Besar library, that the library has a large and diverse collection of books, as well as adequate reading room facilities to support the student learning process. Students also actively utilize the library, especially in borrowing fiction books and doing self-study. However, there are still some challenges, especially in the lack of availability of storybooks or novels that are students' favorites, as well as the need to develop literacy services and digital facilities. To improve the quality of services, the library is advised to update the book collection regularly and expand access to digital learning resources to better support students' interest in reading and learning achievement.

The results of this study indicate that students' interest in reading at MTsN 4 Aceh Besar is still relatively low, where only 23.40% of 47 respondents of class VII students stated that they have a hobby of reading. This finding is reinforced by the results of interviews with teachers, who stated that students' interest in reading is still lacking and only a small percentage are active in discussing the books they read. This low interest in reading can be an inhibiting factor in improving the quality of student learning achievement. According to Sari et al. (2023),



low student interest in reading can affect the absorption of lessons, especially text-based subjects such as Indonesian and social studies.

In terms of the availability of learning resources, observation data shows that the school has a sizable book collection (25,054 books), including access to the internet and digital media such as computers, projectors and TVs. However, the number of computers available is only two units, which is certainly still limited to meet the needs of all students. Meanwhile, fiction books still dominate the collection that is often borrowed, which is in line with students' preference for narrative and entertainment reading. This is in line with the results of research by Mustofa & Widodo (2022), which stated that access to varied and relevant learning resources greatly influences the growth of a literacy culture among secondary school students.

From the questionnaire results, the average value of students' reading interest (X_1) is 61.55, the availability of learning resources (X_2) is 65.51, and student learning achievement (Y) is 89.55. Although this figure shows a positive trend, the correlation between reading interest and learning achievement has a value of $r = -0.106$, which means a very weak negative relationship. Likewise, the correlation between the availability of learning resources and learning achievement, which has a value of $r = 0.038$ or almost no relationship. This shows that statistically, the two independent variables do not have a significant influence on student learning achievement. This result is in line with the findings of Azizah and Prasetyo (2021), which stated that learning achievement is more influenced by students' intrinsic motivation, learning approach, and learning environment than only by reading interest or learning resource facilities.

The results of interviews with teachers also reinforced that literacy activities at school have been running, such as reading 10 minutes before the lesson starts and occasional book discussions, but have not been carried out in a structured manner. Teachers also said that the school still needs to improve digital learning facilities. This condition illustrates that to build a culture of literacy and boost students' academic achievement, synergy between teachers, libraries and school policies is needed in providing supportive learning resources. As stated by Wibowo and Lestari (2024), collaborative strategies between teachers and librarians have been shown to be effective in increasing students' engagement with literacy activities in secondary schools.

Interviews with the library showed that although students utilize the library for self-study and the number of book loans is quite high (200 books per month), the main challenge faced is the lack of storybooks or novels that students are interested in. The librarian also suggested the need to update the book collection to suit the tastes and needs of current students. The role of librarians in managing collections and creating interesting literacy programs is very important, as explained by Handayani and Wulandari (2020) that the success of literacy programs is not only determined by the availability of books, but also by the creativity of library managers in designing literacy activities.

Based on the overall data and analysis, it can be concluded that reading interest and the availability of learning resources do play a role in the learning process, but their influence on student learning achievement at MTsN 4 Aceh Besar is statistically very low. This opens room for further research that can explore other more significant variables, such as teaching methods, learning motivation, parental involvement, and learning environment support at home. Efforts to improve the quality of education are not only enough to provide learning resources and build libraries, but also need strategic interventions to build learning habits and a culture of reading from an early age.

4. CONCLUSION

Based on the results of research that has been conducted on the effect of reading interest and the availability of learning resources on student achievement at MTsN 4 Aceh Besar, it can be concluded as follows:

(1) The Effect of Reading Interest on Student Learning Achievement

The results of the analysis show that students' reading interest is at a moderate level, but statistically has a very low negative relationship with learning achievement ($r = -0.106$). This means that



although there are students who have an interest in reading, this interest has not had a significant effect on improving learning achievement. This may be due to students' low active involvement in meaningful literacy activities, as well as the lack of guidance in optimally utilizing reading materials to support academics.

(2) The Effect of Availability of Learning Resources on Student Learning Achievement

The availability of learning resources at school is quite good in terms of the number of book collections and basic facilities such as reading rooms and the internet. However, statistically its effect on student learning achievement is also very low ($r = 0.038$). This means that although learning resources are available, their utilization by students is still not optimal to support academic achievement. This indicates the need for improvement in terms of management and integration of learning resources into the learning process.

(3) The Relationship between Reading Interest and Availability of Learning Resources to Learning Achievement

The results of multiple correlation calculations show an R value of 0.214, with a coefficient of determination of $R^2 = 0.0458$. This means that only about 4.58% of the learning achievement variable can be explained by reading interest and availability of learning resources together, while the rest is influenced by other factors. Thus, the relationship between the two to learning achievement is positive but very low and not statistically significant.

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