RELATIONSHIP OF STUDENTS 'READING INTEREST AND LEARNING READINESS WITH IPS LEARNING OUTCOMES

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Abstract

The background of this study is the ranking of Indonesian education in the world in 2019 showed that the quality of learning in Indonesia is on 108th ranks. While in the ASEAN region, education in Indonesia takes fifth ranks out of nine countries. The data showed the low quality of education in Indonesia. One of the evidence is the problem occurred on the fourth grade students in elementary school Cluster Diponegoro Semarang. The result of student learning of social studies on fourth grade are still relatively low. This study aims to examine the correlation between: 1) reading interest and social studies learning outcomes; 2) readiness to study and social studies learning outcomes; 3) reading interest, simultaneous learning readiness, and the learning outcomes of social studies. This study used a correlation research design with a quantitative approach. The research samples of 103 students were taken using nonprobability sampling technique by random sampling. The data collection used questionnaire, interview, and documentation. The instrument trials were carried out by validity and reliability tests. The data analysis techniques used the prerequisite test for data analysis, descriptive statistical analysis, correlation analysis and regression analysis. The results showed that: 1) there was a positive correlation between reading interest and social studies learning outcomes the proved by its correlation showed a strong contribution of 48%; 2) there was a positive correlation between learning readiness and social studies learning outcomes the proved by its correlation showed a strong contribution of 49.6%; 3) there was a positive correlation between reading interest and learning readiness simultaneously with social studies learning outcomes the proved by its correlation showed a strong contribution of 58.9%. It can be concluded that there was a positive correlation between reading interest, learning readiness, and social studies learning outcomes of fourth grade students in elementary school Cluster Diponegoro Semarang.

Keywords: social studies learning outcomes; learning readiness; reading interest_

1. INTRODUCTION

In human life, education has a big influence. Humans can live their lives well in society because of an increase in the quality of human resources. A good education system is very important in the implementation of education in Indonesia. Law Number 20 of 2003 explains that education is a method that is carried out deliberately and planned to realize learning and learning activities in order to develop the potential of students.

The goals of national education can be realized by focusing on several things. Things that must be considered in order to realize the goals of national education are the national standards regulated by Government Regulation Number 32 of 2013 concerning National Education Standards Article 19 paragraph 1.

After the national education standards, educators need to pay attention to the competency standards of graduates, content standards, process standards, and assessment standards that are applied to students in order to obtain values as maximum learning outcomes for the realization of the goals of national education.

In the learning activities of students, there are several content lessons that students learn. As for what is obligatory or not obligatory. It is stated in Chapter X article 37 of Law Number 20 Year 2003 that Social Science is one of the main and secondary education subject matters that students must learn.

In studying the concept of social science disciplines on social studies content, students need a lot of reading Whether reading textbooks, reading reading texts, and other learning resources. In learning activities, the most important thing is reading. How to understand the contents of the text that is read so that the author's implied message can be understood by the reader is called reading (Dalman, 2014: 5). Reading activities involve the process of receiving-translation-meaning of words (Suryani, 2017: 99).

Student internal factors that have an influence on student learning outcomes, one of which is reading interest (Sari, 2018: 363). The low interest in reading of students is mostly because students are not accustomed to reading a lot both at home and at school. So that students get bored easily when learning a lot of reading lessonsas in IPS content, the reading frequency and reading quantity are also less.

Optimal student learning readiness is strongly influenced by good reading interest. Slameto (2010: 59) explains that readiness is

"preparedness to respond or react" which means that it is a ready attitude to react. That way, readiness is one of the things that needs to be considered during learning activities because if students already have learning readiness, the reactions or responses that arise are the results of student learning activities that will improve.

After going through the learning process, there are several behavioral changes that are obtained, these changes are called learning outcomes. Learning outcomes can be used as a measure of student success after taking the learning process (Berutu, 2018: 110). Some of the changes that students feel after going through a series of learning activities as a result of learning activities that involve aspects of skills, knowledge, and attitudes are called learning outcomes (Susanto, 2013: 12).

From the data that the researchers obtained, it can be found that the problem is the low value of social studies content learning outcomes for fourth grade students of SDN Gugus Diponegoro Semarang City as evidenced by 63% of students getting social studies content scores below the KKM. Most students have difficulty reading punctuation marks when reading text, it causes low student reading interest. When lessons are about to start, there are still many students who are not ready. The teacher must prepare students in advance every time they start learning activities. From the results of the identification, it was found that there were problems that affected the acquisition of social studies content, including students' lack of reading interest, and student learning readiness that was not optimal in social studies content.

The research conducted by Leni Marlina, Caska and Mahdum in 2017. The study found that there was a positive relationship between reading interest and learning motivation with the economic learning outcomes of class XI IPS SMAN 10 Pekanbaru students.

Then research by Effendi in 2017 found a relationship between readiness and learning outcomes in physics material. Research conducted by Bente R. Walgermo, Jan C. Frijters, and Oddny Judith Solheimp in 2018 shows that reading skills that emerge are directly related to self-concept. Schools with high reading interest show a strong reader's self-concept. Research by Wahyuni Fitria in 2019 proved a high correlation between reading interest and reading comprehension.

The objectives of this study were (1) to examine the relationship between reading interest and social studies learning outcomes; (2) examining the relationship between learning readinessstudents with social studies learning outcomes; (3) examining the relationship between reading interest and student learning readiness together with social studies learning outcomes.

2. METHOD OF INVESTIGATION

The research method used is quantitative research with a correlation research design. According to Arikunto (2010: 313), correlation research is used to find out whether or not there is a relationship between the variables to be studied.

The population in this study were students of grade IV SDN Gugus Diponegoro Semarang City, amounting to 138 students. This research was conducted at SDN Gugus Diponegoro Semarang City which consisted of 4 elementary schools, namely: (1) SDN Ngaliyan 01; (2) SDN Ngaliyan 03; (3) SDN Tambakaji 04; (4) SDN Purwoyoso 06. Sampling was conducted using a random sample. The variables studied in this study were the independent variables (reading interest and learning readiness) and the dependent variable (social studies learning outcomes).

Data collection techniques in this study used questionnaires and documentation and were supported by interviews with teachers. Before the research instrument was used, the researcher first tested the validity and reliability of the instrument. After knowing the accuracy of the instrument, the researcher can select the instrument items that will be used as a means of measuring the research variables. This study used 35 students as respondents to the research trial. The formula used to test the validity of the instrument items is using the Pearson Product Moment formula. Meanwhile, to determine the reliability of the instrument, researchers used the Alpha Cronbach formula.

Test requirements for data analysis researchers used the normality test, linearity test, multicollinearity test, heterocedasticity test, and autocorrelation test. After that, it is continued with hypothesis testing which consists of simple correlation analysis, multiple correlation analysis, simple linear regression analysis, and multiple regression analysis.

3. FINDINGS AND DISCUSSION

Descriptive Analysis Results

Descriptive Analysis of Reading Interest (X1)

Descriptive analysis data of reading interest obtained from a questionnaire of student respondents consisted of 32 statements with four answer choices using a Likert scale. Based on data processing, the results of the descriptive analysis of the reading interest questionnaire were obtained as follows

Table 1 Reading Interest Data

Interval	Category	Frequency	Percentage	Average Score
2-100	Very good	39	38%	80) (Good)
3-81	Good	64	62%	
4-62	Enough	0	0%	
5-43	Less	0	0%	
	total	103	100%	

Table 1 shows the results of the frequency distribution of interest in reading. From the table, it is known that 39 students were categorized as very good with a percentage of 38%, 64 students were categorized as good with a percentage of 62%, none were categorized as sufficient with a percentage of 0% and none were categorized as less with a percentage of 0%.

Descriptive Analysis of Learning Readiness (X2)

Descriptive analysis data of learning readiness obtained from a questionnaire of student respondents consisted of 27 statements with four answer choices using a Likert scale. Based on data processing, the results of the descriptive analysis of the student learning readiness questionnaire were obtained as follows:

Table 2 Data on Student Learning Readiness

Interval	Category	Frequency	Percentage	Average Score
2-100	Very good	57	55%	3 (Very good)
3-81	Good	45	44%	
4-62	Enough	1	1%	
5-43	Less	0	0%	
	total	103	100%	

Table 2 shows the results of the frequency distribution of students' learning readiness. From the table, it is known that there are 57 students categorized as very good with a percentage of 55%, there are 45 students in the good category with a percentage of 44%, there is 1 student in the sufficient category with a percentage of 1%, and there are no students who are in the poor category with a percentage of 0 %.

Descriptive Analysis of Social Studies Learning Outcomes (Y)

Student learning outcomes in the realm of knowledge on social studies content. Data obtained from the documentation of students' PAS scores. The value of learning outcomes is grouped according to Permendikbud No. 53 of 2015. Based on data processing, the following results were obtained.

Table 3 Data on the Value of Student Learning Outcomes in the realm of knowledge

Category	Score	Frequency	Percentage	Average value
Very good	6-100	38	37%	82
Good	1-85	3	51%	
Enough	6-70	2	12%	
Less	≤55	0	0%	
Total		103	100%	Good

Based on table 3, it shows the results of the frequency distribution of learning outcomes, there are 38 students who are categorized as very good with a percentage of 37%, there are 53 students in the good category with a percentage of 51%, there are 12 students who are categorized as sufficient with a percentage of 12%, and there are no students with a low category percentage of 0%.

Test Data Analysis Requirements

Normality test

The normality test was conducted to determine whether the data on reading interest, learning readiness, and student social studies results were normally distributed or not. The test was carried out using the Liliefors test method with the Kolmogorov-Smirnov test. The normality test results in the reading interest variable obtained a significance value of 0.059, the learning readiness variable was 0.200, and the social studies learning outcome variable was 0.200. From the results of these tests, the researcher concludes that the research data is normally distributed because it obtains a significance value> 0.05.

Data Linearity Test

Linearity test is performed to determine whether the variables X and Y form a linear line or not significantly. This research was conducted

using the Test for Linearity at the 0.05 significance level, the results of the linearity test of reading interest data with social studies learning outcomes were 0.335 and the results of the linearity test of student learning readiness data with social studies learning outcomes were 0.242. So it can be concluded that the relationship between reading interest and social studies learning outcomes and learning readiness with social studies learning outcomes can be stated as linear because it has a significance value> 0.05.

Multicollinearity Test

The multicollinearity test was carried out in order to prove the regression model obtained by the correlation between independent or independent variables. The criteria used is to look at the VIF value in the table. If VIF is less than 10 and the Tolerance value is more than 0.1, there is no multicollinearity relationship. The multicollinearity test results obtained that the tolerance value of the reading interest variable in the Collinearity Statistics column was 0.569 and the VIF value was 1.756, while the tolerance value for the learning readiness variable in the Collinearity Statistics column was 0.569 and the VIF value was 1.756. The provisions that apply, namely the multicollinearity test, it is said that there is no multicollinearity relationship if it has a VIF value <10 and a tolerance value> 0.01.

Heteroscedasticity Test

The heteroscedasticity test was carried out to determine the variance equation from one observation residual to another. If there is a residual variance equation it is called homoscedasticity, but if there is no variance equation then it is called heteroscedasticity. A good equation is one that occurs homoscedasticity. To find out whether there is heteroscedasticity or not, look at the plot graph between the predicted value of the dependent variable (ZPRED) and the independent variable (SRESID) in the following figure.
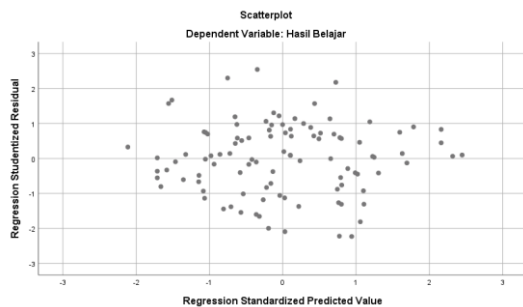

Figure 1 Heteroscedasticity Test Results

Based on the results of the heteroscedasticity test in Figure 1, there are points on the scatterplot or on the X and Y axes that do not form a pattern or spread. Thus, the researcher concludes that the variables of reading interest and learning readiness with social studies learning outcomes do not occur heteroscedasticity or are homoscedastic.

Autocorrelation Test

The autocorrelation test is performed to test whether there is a linear correlation between the confounding error in period t and the confounding error in period t-1 or before. Autocorrelation test with the Durbin-Watson (DW) test. A good regression equation is an equation that does not have autocorrelation. The provisions of the presence or absence of autocorrelation include: (1) DW value below -2 (DW <-2) = positive autocorrelation occurs; (2) DW value is between -2 and +2 (-2 ≤ DW ≤ +2) = no autocorrelation occurs; (3) DW values above +2 (DW> +2) = negative autocorrelation occurs. In this autocorrelation test, the Durbin Watson (DW) value is 1.999. So the researchers can conclude that the variables of reading interest and learning readiness with learning outcomes do not have autocorrelation due to 1.999 <2.

Hypothesis testing

Simple Correlation Test

Hypothesis testing analysis is used to test the research hypotheses that have been proposed in this study. In this study, researchers used the Product Moment correlation formula.

Table 4 Simple Correlation Results

Information	Sig	Pearson Corellation	r table	Ket
X1 and Y	0,000	0.693	0.195	Strong
X2 and Y	0,000	0.704	0.195	Strong

From table 4 it can be seen that there is a strong relationship between reading interest (X1) and social studies learning outcomes (Y), the rcount is 0.693 because it is in the interval 0.600 - 0.799 with the direction of the relationship is positive because a positive r value means the better / positive reading interest , the higher the social studies learning outcomes. While the relationship between learning readiness (X2) and learning outcomes (Y) obtained rcount of 0.704 indicates a strong relationship because it is

in the interval 0.600 - 0.799 with the direction of the relationship is positive because a positive r value means that the better / positive readiness to learn, the higher the results. learn social studies.

Supporting research results, namely research conducted by Lia Murtiningsih in 2018 with the results of a positive and significant influence on reading interest on social studies learning outcomes.

The next research is research conducted by Nenny Indrawati and Ismail in 2018 with the results of a positive and significant relationship between learning readiness and learning achievement.

Research conducted by Triana Harmini in 2017 concluded that learning readiness had a considerable influence on learning achievement in addition to other factors outside learning readiness.

Multiple Correlation Analysis (R)

Multiple correlation analysis is a number that shows the direction and strength of the relationship between two independent variables together or more with one dependent variable (Sugiyono, 2016: 231). The following table shows the results of the calculation of the multiple correlation analysis test.

Table 5 Multiple Correlation Analysis Test Results

Information	R	R Square	Adjusted R Square	Std. Error of the Estimate
X1 and X2 against Y	768a	589	581	,379

From the data in table 5, the calculated R value is greater than the R table value or 0.768> 0.195. So Ha, which reads "there is a positive relationship between reading interest and learning readiness with social studies learning outcomes" is accepted with a strong level of relationship.

Research that supports the research conducted by Prasetyo Nugroho in 2016. It proves that reading interest and study habits in a good content will optimize learning outcomes that will make an achievement of that content.

Furthermore, research conducted by Dewi Harlika in 2019 explained that high reading interest is the basis for the success of students in various things, especially in their learning outcomes.

Simple Linear Regression Analysis

Sugiyono (2016: 261) explains that simple linear regression analysis is based on a functional or causal relationship with one independent variable and one dependent variable. The results of the calculation of simple linear regression analysis can be seen in the following table.

Variable	R Square	Sig.	Ket.
X1 and Y	0.480	0,000	Significant 48%
X2 and Y	0.496	0,000	Significant 49.6%

Table 6 Results of Simple Linear Regression Analysis

Table 6 shows the relationship between reading interest and social studies learning outcomes contributing 48% to the sig value. 0.000 <0.05, while the relationship between learning readiness and social studies learning outcomes contributed 49.6% to sig. 0.000 <0.05. Thus it can be concluded that the regression coefficient is significant, which means reading interest has a significant effect on social studies learning outcomes by 48% and learning readiness has a significant effect on social studies learning outcomes by 49.6%, the rest is influenced by other factors.

Multiple Regression Analysis

Multiple regression analysis according to Sugiyono (2016: 275) is used by researchers who intend to predict how the state (rise and fall) of the dependent variable (criterion), if two or more independent variables as predictors are manipulated (increase and decrease in value). The results of the calculation of multiple regression analysis can be seen in the following table.

Table 7 Multiple Regression Analysis Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	768a	589	, 581	5,379

From table 7, it is known that the effect of reading interest and learning readiness on social studies learning outcomes with R Square is 0.589 and a contribution of 58.9%. It can be concluded that the multiple regression coefficient is significant, which means that reading interest and learning readiness have a significant

relationship with social studies learning outcomes of 58.9%.

By knowing the importance and contribution of reading activities in daily life both at school and outside of school, students must be able to have a high interest in reading. To make this happen, it can be done by changing the reading habits of students. These changes can be made with a reading guidance program designed by the school and implemented by students as an effort to increase students' interest in reading activities.

4. CONCLUSION

From the analysis and discussion in this study, conclusions can be drawn, namely: (1) there is a positive relationship between reading interest and social studies learning outcomes, the correlation coefficient value is 0.693 with a contribution of 48%; (2) there is a positive relationship between learning readiness and social studies learning outcomes, the correlation coefficient value is 0.704 with a contribution of 49.6%; (3) there is a positive relationship between reading interest and learning readiness together on social studies learning outcomes, the correlation coefficient value is 0.768 with a contribution of 58.9%.

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