

The Influence of Interest in Reading PKN Lessonbook on the Student Learning Outcomes of SMP Nasional Palangka Raya

Isna Fauziah¹, Hendriyono LM², Sinta Sisilia³

^{1,2,3}Faculty of Teacher Training and Education, Universitas Palangka Raya, Indonesia

isna.fauziah@fkip.upr.ac.id

Abstract

From the point of view of educators, teachers and schools must pay attention to materials or provide places and books for students so that they can be comfortable in increasing their knowledge about lessons by providing books and reading places such as libraries. This study was conducted to determine the effect of interest in reading Civics textbooks on student learning outcomes at the Palangka Raya National Junior High School for the 2019/2020 academic year. This research is an exposed facto research with a quantitative approach. The research sample was Palangka Raya National Junior High School students for the 2019/2020 academic year, consisting of 24 classes of VII, VIII and IX. Collecting data using questionnaires and documentation. The data analysis technique used is a simple regression test. The results showed that interest in reading books (X) on learning outcomes (Y) obtained the value of $t_{count} = 3.076$ with a probability value of 1.721. The probability value of t is less than the significant degree, which means that there is an influence of interest in reading Civics textbooks on the learning outcomes of Palangka Raya National Junior High School students for the 2019/2020 school year. Interest in reading books has an effect on increasing student learning outcomes. This is evidenced by the coefficient of determination of interest in reading books, which is 75.29% and 24.71% is influenced by other factors not examined in this study.

Keywords

interest in reading books;
learning outcomes; PKN



I. Introduction

The problem of the quality of education in Indonesia, especially student learning outcomes, is a national problem that has been discussed for a long time. This is because there are many studies that discuss the problem of the quality of education in Indonesia which involves the low learning outcomes of students. The research is in the form of theses, dissertations and journals that discuss the above problems. Efforts related to improving learning outcomes have been carried out, both educational seminars and educational research on learning models, but in reality they have not been able to provide maximum results. The main problem in our education world is the low mastery of students on the subject matter.

Reading is one way to increase knowledge and information and can increase the potential that exists within us. It must also be realized that the low interest in reading is influenced by many factors, including an unsupportive surrounding environment, for

example: an environment where many children love to play, this can affect students because if there are external factors that encourage them to play, they tend to the student will be affected. Citizenship Education (PKn) lessons are already given to fifth graders in elementary schools. According to the Ministry of Education and Culture (2012: 5), Civics subjects are interdisciplinary subjects, especially the disciplines of law, politics, and moral philosophy. In the paradigm, Civics is now known to have three interrelated components, namely:

Lack of interest in reading in students is influenced by environmental factors. As stated by Farida Rahim (2005: 18), children who live in a harmonious household, a house full of love, whose parents understand their children, and prepare them with a high sense of self-esteem will not find significant obstacles in read. Students who are in an environment that is less encouraging to read, make students' reading interest low. The socio-economic scope of the family is a factor that is quite influential on students' reading interest.

The lack of interest in reading at the Palangka Raya National Junior High School is influenced by activities at school such as: not being able to take advantage of the break time to read books, this time is used more for activities that are not related to learning activities, such activities as playing gadgets, playing ball that is not on hours of sports lessons, and there are some students who are not fluent in reading, causing these students to be lazy to read and the students are embarrassed to learn.

This deficiency arises due to the lack of attention of educational personnel printing institutions that pay attention to these skills (Waluyandi, 2020). Pohan (2020) states that at school, from elementary to secondary school or even college, students undergo, practice, and experience the learning process of various knowledge and skills. Learning is essentially a cognitive process that has the support of psychomotor functions (Arsani, 2020).

According to Belly (2006: 4), interest is a desire that is driven by a desire after seeing, observing, and comparing and considering the desired needs. According to Bob and Anik Anwar (1983:210), suggests that interest is an emotional state that is directed at something. From the two expert opinions, it can be concluded that what is meant by interest is a person's mental condition to be able to accept or do certain objects or activities to achieve a goal.

Based on field observations, the factors that influence the lack of interest in reading books at the Palangka Raya National Junior High School are: the lack of supporting media such as textbooks, and the limited time to use the textbooks. Its use is only limited when the teaching and learning process takes place, and the school library is not available as a place to read books.

It can also be a factor that affects the learning outcomes of students. Because, reading is the basis for understanding a lesson from books available in schools which teachers use for the teaching and learning process. According to the expert opinion, Nurgroho (2000) in Nur Hidayah (2007) describes the low interest in reading, in his research using qualitative methods, namely low interest in reading because reading requires a lot of free time so that what we read we can understand well, while Indonesia spends more time working and doing other things in order to maintain life and improve welfare. And the price of books can also be used as a factor that inhibits children's interest in reading.

Realizing the benefits of reading interest and it is expected to improve student learning outcomes, it makes researchers interested in conducting research with the title "The Effect of Interest in Reading Civics Textbooks on Student Learning Outcomes of Palangka Raya National Junior High School 2019/2020 Academic Year.

II. Review of Literature

2.1 Definition of Interest

According to the Big Indonesian Dictionary (Depdiknas, 2001: 744), the word interest means a high tendency of the heart towards something, passion, desire. So something has to be caused, either from inside and outside to like something. It becomes an important foundation to achieve the success of something because with interest, a person become motivated to do something. Interest is characterized by liking and being interested in something or something activity without being told.

There must be a willingness from someone to do something they love. Therefore, The emergence of interest occurs because of the acceptance of a relationship between oneself and something outside of oneself. Getting stronger or The greater the relationship, the closer a person's interest is. The existence of interest in a person can also be expressed through a statement indicating that a person tends to be more like one thing over another. Interest can also be expressed in a certain activity. Someone who has an interest in something will give more attention to it.

According to Hurlock (Hermanto Blogs, 2011), interpreting interest as a source of motivation that will direct someone to what they will do if given the freedom to choose it. If they see something that has meaning for themselves, then they will be attracted to something that will eventually lead to satisfaction for themselves.

According to the explanation from the expert, the writer can conclude that interest is a person's liking or desire in liking a particular activity or activity that is considered useful for him in life.

Factors Affecting Interest

Interest will not arise, grow, and change without human interaction with certain objects. This implies that interest is formed because of a relationship with an object. Interest is basically the acceptance of a relationship between oneself and something outside of oneself. The stronger or closer the relationship, the greater the interest.

Based on the written explanation material, the factor that influences interest is how a person interacts with existing objects. A person's interests are influenced by their economic status, because if a person's economy is good or sufficient, his interests will be wider.

2.2 Understanding Reading

There are four kinds of language skills, namely listening, speaking, reading and writing skills. Reading can be seen as a process and as an outcome. According to Farida Rahim (2008: 2), reading is essentially a complicated thing that involves many things, not just reciting writing, but also involving visual, thinking, psycholinguistic, and metacognitive activities. Meanwhile, Klein (Farida Rahim, 2008: 3), suggests that the definition of reading includes: (a) reading is a process, (b) reading is strategic, and (c) reading is interactive. In this case what is meant by reading is a process of information from the text, knowledge possessed by the reader has a major role in forming meaning, Reading is a strategy, namely in reading activities we must use various strategies that are appropriate to the text and context in order to construct meaning when reading. While reading is an interaction, namely in the reading process there is an interaction between the reader and the text he is reading.

a. Reading Purpose

Reading is a series of mind activities that are carried out with full attention to understand information through the sense of sight in the form of complex symbols, which are

arranged in such a way that it has meaning and significance. Reading is a communication process. In reading there is an activity or process of capturing and understanding a number of messages or information in written form. So, reading is a brain activity to digest and understand and interpret symbols.

b. Benefits of Reading Books for Students

There are many benefits to be gained from reading. By reading students can broaden the horizons of knowledge, add information for themselves, increase knowledge and add ideas. So the influence of reading is very big on improving the way of thinking of a student.

2.3 Reading Interest

a. Definition of Reading Interest

According to Syaiful Jamarah, reading interest is the desire and strong will to always read every opportunity or always look for opportunities to read (Jamarah, 2005:24).

According to Gage in Syaiful Rijal, reading interest is divided into two, namely spontaneous reading interest and patterned reading interest. Spontaneous reading interest is reading interest that grows from the motivation of reader personnel (students). While patterned reading interest is reading interest that takes place in teaching activities at school. Interest in reading needs to be instilled and nurtured in every human being (student) either by himself or by others, so that his achievement can be expected to continue to increase in the future. First, try to always make time for reading regularly. In order to increase reading interest there are many ways that need to be done, including as stated by Dr. Tarigan, namely: We must realize that people who can read well are people who usually think well too. Second, make it a habit to be able to choose good reading and what we need. The problem that we often face is that we have not been able to choose a good reading book, also because of the limited time that we cannot read a large number of books.many.

b. Factors Affecting Reading Interest

The factors that can increase interest in general and interest in reading in particular according to Abu Ahmadi (1992: 150-151) are as follows:

a. Innate

If the innate interest of students is high, then students will have high motivation and enthusiasm in carrying out reading activities. Vice versa.

b. Practice and habits

Cultivating the practice and habit of reading in yourself is the most important thing that must be done by readers and educators.

c. Need-

The need for something allows attention to the object.

d. Obligation

Reading is a command from heaven. The importance of reading in the view of Islam is illustrated in the verse that was first revealed to the Prophet.

e. Constitution

Physical health is also a factor that can affect reading interest. If the physical condition is disturbed, the person concerned will automatically not be able to do much activity and interest will decrease.

f. Mood

The soul is an abstract spiritual life force that becomes the mover and regulator for all actions.

g. Ambience

An absolute conducive atmosphere is recognized as a stimulus in increasing general interest.

h. Whether or not the stimulus is strong

The existence of stimuli that arouse enthusiasm and motivate students to grow enthusiasm and enthusiasm so that it will have an effect on increasing one's interest.

c. Characteristics of Interest in Reading

Syaiful Rijal (Edukasi.N0.03.2005) suggests that a child who has a high interest in reading has the following characteristics:

- a. Always willing to read "Books are the repository of knowledge, reading is the key." In fact, reading is almost identical to science, an aspect of human civilization that is the main driving force for humans to develop their lives. Reading culture is one of the main determinants that makes science develop rapidly and lead humans into dynamic and broad-minded lives so that humans can easily carry out their lives.
- b. Having a habit and continuity in reading, at this time the interest and passion for reading in our society is still growing at a certain level, namely academics, community leaders and those whose positions and duties are required to read. Most people, including students, read that reading is not a habit, they even think that without reading, one can achieve something he wants. For that there must be an earnest and consistent effort in cultivating a love of reading.
- c. Take advantage of every opportunity by reading. Everyone has many opportunities and opportunities to read, but few can take advantage of each of these opportunities to read. Reading is one thing that is less attractive to the general public and even tends to be feared because it is considered boring and tedious. Only certain people who have a high interest in reading will use every opportunity to read.
- d. Factors that affect reading, reading for some people is a very heavy thing, but reading for some students on the contrary, someone who feels reluctant or heavy in reading may not have a broader purpose than the information he receives.
Reading directly or indirectly is influenced by many factors, both from within the reader and from outside the reader. (Saputra, 2004: 1).

2.4 Citizenship Education (PKn)

a. Definition of Citizenship Education (PKn)

According to the attachment of the Minister of National Education No. 22 of 2006 it was stated that "Citizenship Education subjects are subjects that focus on the formation of citizens who understand and are able to carry out their rights and obligations to become Indonesian citizens who are intelligent, skilled, and with character mandated by Pancasila and the 1945 Constitution". The process of forming the nation's character is expected to lead to the creation of an Indonesian society, which establishes democracy in the life of the nation and state, basically the learning includes National Citizenship Education (PKN) and Citizenship Education (PKn). The difference between PKN (N) and Civics (n) can be seen from the explanations of the following experts, Soemantri (in Rusminiyati, 2007: 1. 25) PKN is a social subject that aims to form or foster good citizens, namely citizens who know, are willing and able to do good. While Civics Education concerning the formal status of citizens which was originally regulated in Law no. 20 of 1949 Winataputra (in Rusminiyati, 2007: 1.25). Law No. 20 of 1949, this law contains self-citizenship and regulations regarding naturalization or obtaining status as Indonesian citizens.

Based on the opinions expressed by the experts, it can be concluded that Citizenship Education (Civics) is education that concerns formal status which functions to preserve the

noble values of Pancasila, develop and foster complete human beings and foster experience and awareness of citizens to be able to carry out their rights and obligations as intelligent citizens skilled and character.

b. Learning objectives for Citizenship Education (PKn)

Civics is a subject that focuses on the formation of a diverse self in terms of religion, socio-culture, language, age, and ethnicity to become intelligent, skilled, and characterized Indonesian citizens mandated by Pancasila and the 1945 Constitution. Civics directs attention to morals expected that can be realized in everyday life. Therefore, Civics has goals that are clearly outlined so that students have the following abilities:

- a. Think critically, rationally, and creatively in responding to citizenship issues.
- b. Participate actively and responsibly, and act intelligently in community, national and state activities as well as anti-corruption.
- c. Develop positively and democratically to shape oneself based on the characteristics of the Indonesian people so that they can live together with other nations.
- d. Interact with other nations in world regulations directly or indirectly by utilizing information and communication technology. (KTSP Curriculum, 2006)

2.5 Learning Outcomes

Understanding learning outcomes can be explained by understanding the two words that make up it, namely "results" and "learning". In the general Indonesian dictionary, it is explained that the result is something that is made (made, made, etc.) by effort (thoughts, plants, rice fields, fields, forests, and so on). While learning is an activity or a process to acquire knowledge, improve skills, improve behavior, attitudes, and strengthen personality. In the context of knowing or the process of acquiring knowledge, according to conventional scientific understanding, human contact with nature is termed experience. Experiences that occur repeatedly give birth to knowledge, or a body of knowledge. Changes in behavior occur because of the efforts of the individual concerned. Learning always involves three main things, namely a change in behavior, the nature of the change is relatively permanent, and the change is caused by interaction with the environment. The description can be understood that the notion of learning outcomes is a change that causes humans to change in attitudes and behavior as a result of learning. The learning outcomes achieved by students are closely related to the formulation of instructional objectives that were previously planned by the teacher.

III. Research Methods

More specifically, this research is an exposed facto research. Exposure to fact itself is one of several research methods that are included in quantitative research. Nana Syaodih (2010: 55), ex post facto research examines causal relationships that are not manipulated or treated (designed and implemented) by researchers. This research is classified as ex post facto because the data were taken as is without any treatment. According to Fred N. Kerlinger (Emzir, 2013, 119) ex post facto research is a systematic empirical investigation in which scientists do not control the independent variable directly because the existence of the variable has occurred, or because the variable is inherently unmanipulable. This research is associative because it seeks to find the effect of students' reading interest variable (X) on learning outcomes (Y). Sugiyono (2010: 11) explains that associative research is research that aims to determine the influence or relationship between two or more variables.

IV. Discussion

4.1 Results

a. Data Description

In this chapter, to obtain data on interest in reading books for students at the National Middle School in Palangka Raya for the academic year 2019/2020, the authors used a book reading interest questionnaire consisting of 20 statements that students had to answer. This research was conducted on a sample of 24 students consisting of 8 students in class VII, 7 students in class VIII, and 9 students in class IX, and within 45 minutes the respondents were able to fill out the questionnaire properly. Given that the respondent's task is only to cross (X) one of the answers "Strongly Agree" with an answer score of 4, "Agree" with an answer score of 3, "Disagree" with an answer score of 2, and "Strongly Disagree" with an answer score.

The description in this data will present data from each variable that has been taken from research in the field. This data was obtained from a questionnaire distributed and filled out by students in grades VII, VIII, IX from the entire sample of this study, which amounted to 24 students, which will then be used as variable data (X). Data is also obtained from student report cards, which will then be used as variable data (Y).

b. Interest in Reading Books

This questionnaire was given to all students in grades VII, VIII, IX, totaling 24 students. Data from this questionnaire is used to determine the effect of interest in reading books.

From the results of the questionnaire on the influence of reading interest in books, it can be seen in the following table:

Table 1. List of Book Reading Interest Questionnaire Data Results

No Respondent	Questionnaire Results	No Respondent	Questionnaire Results
STUDENT-01	75	STUDENT-13	58
STUDENT-02	56	STUDENT-14	63
STUDENT-03	60	STUDENT-15	59
STUDENT-04	57	STUDENT-16	68
STUDENT-05	62	STUDENT-17	75
STUDENT-06	52	STUDENT-18	65
STUDENT-07	64	STUDENT-19	66
STUDENT-08	60	STUDENT-20	59
STUDENT-09	71	STUDENT-21	56

STUDENT-10	56	STUDENT-22	59
STUDENT-11	60	STUDENT-23	60
STUDENT-12	57	STUDENT-24	61

c. Learning Outcomes

Learning Outcomes of students in grades VII, VIII, IX were obtained from the documentation of the list of odd semester test scores. The results of the study on the learning outcomes of Palangka Raya National Junior High School students for the 2019/2020 school year are as follows:

Table 2. List of Study Results

No Respondent	Learning outcomes	No Respondent	Learning outcomes
STUDENT-01	78	STUDENT-13	78
STUDENT-02	78	STUDENT-14	83
STUDENT-03	83	STUDENT-15	83
STUDENT-04	80	STUDENT-16	86
STUDENT-05	79	STUDENT-17	86
STUDENT-06	80	STUDENT-18	78
STUDENT-07	84	STUDENT-19	76
STUDENT-08	79	STUDENT-20	81
STUDENT-09	82	STUDENT-21	76
STUDENT-10	80	STUDENT-22	78
STUDENT-11	80	STUDENT-23	80
STUDENT-12	79	STUDENT-24	85

d. Research Instrument Test Results

1. Analysis of the Trial Results of the Questionnaire Instrument

a. Validity Test Results

The test of the validity of reading interest in books was carried out with the help of SPSS. The questionnaire items tested were 20 statements. After calculating, obtained 14 valid

questionnaire items and 6 invalid questionnaire items. Therefore, what is used to collect data is a valid questionnaire, which is 14 questionnaires. Invalid instrument items are discarded. Meanwhile, valid instruments will be used to obtain data. Full results can be seen in the Appendix. The results of the analysis of the calculation of the validity of the instrument items were consulted with the critical price of r product moment, with an error rate of 5%. If the price of $r_{xy} > r_{table}$ then the items of the instrument are said to be valid, otherwise if the price of $r_{xy} < r_{table}$ then the items of the instrument are said to be invalid. Calculation of the validity of the instrument items for the influence variable of Civics Reading Interest Books uses the following formula:

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

From the results of the calculation of the instrument test in the attachment, the validity is obtained as follows:

Table 3. Summary of Validity Test Results

No	Criteria	No. Questionnaire Items	Amount	Percentage
1	Valid	14	14	92.86%
2	Invalid	6	6	7.14%
Total			20	100%

The next stage of the valid items is a reliability test.

b. Reliability Test Results

The reliability test of the interest in reading questionnaire was carried out using the Cronbach's Alpha formula. Reliability test is used to determine the level of consistency of the answers fixed or consistent to be tested whenever the instrument is presented.

The reliability test can be used with the help of the SPSS 20 program. According to Wiratna Sujerweni (2014) the questionnaire is declared reliable if $Cronbach's\ Alpha > 0.7$. Based on the results of the analysis using the Statistical Product and Service Solution (SPSS) version 20 program, the results of the research instrument reliability test are as follows:

Table 4. Summary of Reliability Test Results

Variable	Alpha Coefficient	Description
Influence of Reading Interest	0.801	Reliable

c. Classic Assumption Test

Classical assumption test to analyze the initial data in this study using normality test and linearity test.

d. Normality Test Results

Normality test in this study using a computer with the help of the SPSS program. In this study, the normality test used the One Sample Kolmogorov Smirnov method. If significance value greater than 0.05 then the data is normally distributed. On the other hand, if the significance value is less than 0.05, then the data is not normally distributed.

Table 5. Summary of Normality Test Results

No	Variable	Value of Sig.	Condition	Description
1	Influence of Reading Interest	0.982	> 0.05	Normal
2	Learning outcomes	0.237	> 0.05	Normal

From the table above, it can be concluded that the data from the variables X and Y are normally distributed because the significance value is > 0.05.

e. Regression Linearity Test

“The linearity test aims to test the connected data, whether it is in the form of a linear line or not. If it is not linear then the regression analysis cannot be continued” (Riduwan, 2011: 184). The linearity test was used to see the regression line between the X variable (Influence of Reading Interest in Books) and the Y variable (Learning Outcomes).

Two variables are said to have a linear relationship, if their significance value is > 0.05. From the results of the linearity test, the results obtained in the ANOVA Table in the Sig column. Linearity row of 0.391, where. $0.391 > 0.05$ then it can be said that the variables X and Y have a linear relationship.

e. Data Analysis

Regression analysis was conducted to determine the effect between the dependent variable and the independent variable. To show whether the effect of reading interest has an effect on student learning outcomes, it is necessary to do a correlation test and then proceed with a simple linear regression test.

1. Simple Regression Test Results

Regression analysis used in this study is a simple regression, namely the influence of interest in reading Civics textbooks (X) as an independent variable. Learning outcomes (Y) as the dependent variable. Decision making in a simple regression test can refer to two things, namely by comparing the calculated t value with the t table, or by comparing the significant value with a probability value of 0.05.

Table 6. Summary of Research Results about the Effect of Interest in Reading Civics Textbooks (X) on Learning Outcomes (Y)

Respondent	X	Y	XY	X ²	Y ²
STUDENT - 01	75	78	5850	5625	6084
STUDENTS - 02	56	78	4368	3136	6084
STUDENTS - 03	60	83	4980	3600	6889
STUDENT - 04	57	80	4560	3249	6400
STUDENT- 05	62	79	4898	3844	6241
STUDENT- 06	52	80	4160	2704	6400
STUDENTS- 07	64	84	5376	4096	7056

STUDENT-08	60	79	4740	3600	6241
STUDENT-09	71	82	5822	5041	6724
STUDENT-10	56	80	4480	3136	6400
STUDENT-11	60	80	4800	3600	6400
STUDENT-12	57	79	4503	3249	6241
STUDENT-13	58	78	4524	3364	6084
STUDENTS - 14	63	83	5229	3969	6889
STUDENTS - 15	59	83	4897	3481	6889
STUDENTS - 16	68	86	5848	4624	7396
STUDENTS - 17	75	86	6450	5625	7396
STUDENT - 18	65	78	5070	4225	6084
STUDENT-19	66	76	5016	4356	5776
STUDENT-20	59	81	4779	3481	6561
STUDENT-21	56	76	4256	3136	5776
STUDENT-22	59	78	4602	3481	6084
STUDENT-23	60	80	4800	3600	6400
STUDENT-24	61	85	5185	3721	7225

From the data above it is known that:

N	=24
x	=1479
y	=1932
xy	=119193
x²	=91943
y²	=155720

The main steps in the regression analysis, "The Effect of Interest in Reading Civics Textbooks (X) on Learning Outcomes (Y)" are:

The data obtained is then calculated by simple linear regression analysis with the formula $Y = a + bX$. The coefficients a and b are searched by the following calculation:

$$a = \frac{(\sum y)(\sum x^2) - (\sum x)(\sum xy)}{N\sum x^2 - (\sum x)^2}$$

$$a = \frac{1932.91943 - 1479.119193}{24.91943 - (1479)^2}$$

$$a = \frac{177633876 - 176286447}{2206632 - 2187441}$$

$$a = \frac{1347429}{19191}$$

$$a = 7,021$$

$$b = \frac{n\sum XY - (\sum X)(\sum XY)}{N\sum x^2 - (\sum x)^2}$$

$$b = \frac{24.119193 - 1479.119193}{24.91943^2 - (1479)^2}$$

$$b = \frac{2860632 - 176286447}{52498584 - 2187441}$$

$$b = \frac{-173425815}{50311143}$$

$$b = -3,447$$

From these calculations obtained a simple linear regression equation = 7.021+ -3.447. If = 0, then the equation = 7.021 is obtained. This means that a score of 7.021 is still obtained. This shows that the value is not only influenced by , but there are other factors that also affect it.

2. Correlation Coefficient of Simple Linear Regression

To find the correlation coefficient, the Product Moment Correlation formula is used as follows:

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

$$r_{xy} = \frac{(24)(119193) - (1479)(1932)}{\sqrt{\{24(91943^2 - (1479)^2)\}\{(24)1932^2 - (1932)^2\}}}$$

$$r_{xy} = \frac{2860632 - 2857428}{\sqrt{(202884365976 - 2187441)(89582976 - 3732624)}}$$

$$r_{xy} = \frac{3204}{\sqrt{(202882178535)(85850352)}}$$

$$r_{xy} = \frac{3204}{\sqrt{174175064019}}$$

$$r_{xy} = \frac{3204}{417342,86146884}$$

$$r_{xy} = 0.767$$

The magnitude of the correlation coefficient obtained from the calculation results is $r_{table} = 0.767$. To provide an interpretation of the correlation coefficients found to be large or small, it can be seen in the table below.

Table 7. The Results of Learning Correlation Coefficient Based on the Level of Relationship

The magnitude of “r” Product Moment (r _{xy})	Study Results
0.00 – 0.199	There is indeed a correlation between the X variable and the Y variable, but the correlation is very weak or very low so that the correlation is ignored (it is assumed that there is no correlation between the X variable and the Y variable.
0.20 – 0.399	Between variable X and variable Y there is a weak or low correlation
0.40 – 0.599	Between variable X and variable Y there is a moderate or sufficient correlation
0.60 – 0.799	Between variable X and variable Y there is a strong or high correlation.
0.80 – 1.00	Between variable X and variable Y there is a very strong or very high correlation.

Based on the table, it can be seen that the Interest in Reading Books has a strong or high relationship, namely 0.767 in influencing the improvement of student learning outcomes.

3. Hypothesis

This partial hypothesis testing is intended to test the effect of each independent variable, namely interest in reading Civics textbooks (X) on learning outcomes (Y).

After obtaining the r_{xy} value, to test the hypothesis with the formula:

$$\begin{aligned}t_{hitung} &= \frac{r_{xy}\sqrt{N-2}}{\sqrt{1-r^2_{xy}}} \\t_{hitung} &= \frac{0,8677\sqrt{24-2}}{\sqrt{1-0,8677^2}} \\t_{hitung} &= \frac{0,8677\sqrt{22}}{\sqrt{1-0,8677}} \\t_{hitung} &= \frac{0,8677 \times 4,6904}{0,1323} \\t_{hitung} &= \frac{4,06986008}{0,1323} \\t_{hitung} &= 3,076\end{aligned}$$

Based on the calculation, it is obtained that the value of t_{count} = 3.076 for X and Y. This price was consulted with dk = 22 and a significance level of 5% obtained t_{table} = 1.710. Because t_{count} > t_{table}, then H_a is accepted. This means that there is a significant influence between the influence of interest in reading books on the learning outcomes of students at the Palangka Raya National Junior High School for the 2019/2020 school year.

4. Coefficient of Determination in Simple Linear Regression

The value of the coefficient of determination is obtained from:

$$KD = r^2 \times 100\%$$

$$KD = 0.8677^2 \times 100\%$$

$$KD = 0.7529 \times 100\%$$

$$KD = 75.29\%$$

It means The effect of reading interest in books (X) on student learning outcomes (Y) is 75.29%. Learning outcomes in addition to being influenced by interest in reading books are also influenced by other factors, namely 24.71% which is not explained in this study.

4.2 Discussion

In this discussion, the researcher tries to explain in writing the results of the analysis of the influence of interest in reading Civics textbooks on learning outcomes at the Palangka Raya National Junior High School.

Based on regression analysis, it shows that the influence of interest in reading books (X) has a significant effect on learning outcomes (Y). This is evidenced by the equation of a simple linear line is $= 7.021 + 3.447 X$. This shows that the value is not only influenced by , but there are other factors that also affect it.

Meanwhile, from the results of hypothesis testing using the t-test, the tcount value is 3.076. Then the value was consulted with ttable at a significant level of 5%, a value of 1.710 was obtained. Because tcount > ttable, this means the value hypothesis:

Ho with the sound "There is no influence of interest in reading Civics textbooks on learning outcomes in students at the Palangka Raya National Middle School for the 2019/2020 academic year" was rejected.

Ha who stated "There is a significant influence between the influence of interest in reading Civics textbooks on learning outcomes at the Palangka Raya National Middle School for the 2019/2020 academic year" was accepted.

Meanwhile, from the results of the calculation of the magnitude of the influence of interest in reading Civics textbooks on learning outcomes, the influence of interest in reading books (X) contributed 75.29% to student learning outcomes at the Palangka Raya National Middle School for the 2019/2020 school year. Meanwhile, the learning outcomes of students, apart from being influenced by interest in reading books, were also influenced by other factors, namely 24.71% which was not explained in this study.

V. Conclusion

Based on the results of data analysis and discussion, it is known that the interest in reading Civics (X) textbooks on student learning outcomes (Y) obtained the value of tcount = 3.076. Then the value was consulted with ttable at a significant level of 5%, a value of 1.710 was obtained. Because tcount > ttable, there is an influence of interest in reading Civics textbooks on the learning outcomes of Palangka Raya National Junior High School students for the 2019/2020 academic year. Interest in reading Civics textbooks has an effect on improving student learning outcomes at the Palangka Raya National Junior High School for the 2019/2020 academic year. This is evidenced from the results of the coefficient of determination of interest in reading Civics textbooks, which is 75.29% and 24.71% is influenced by other factors not examined in this study.

References

- Ahmadi, Abu. 1992. Psikologi Umum. Jakarta: Rineka Cipta.
- Arsani, et.al. (2020). Differences in Motivational Orientation in Physical Education in terms of Gender Differences. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* Vol 3 (3): 1428-1434.
- Bafadal, Ibrahim. 2006. Manajemen Peningkatan Mutu Sekolah Dasar: Dari Sentralisasi Menuju Desentralisasi. Jakarta: Bumi Aksara.
- Belly, Ellya dkk. 2006. Pengaruh Motivasi terhadap Minat Mahasiswa Akuntansi. Simposium Nasional Akuntansi 9 Padang.
- Bob dan Anik Anwar. 1983. Pedoman Pelaksanaan Menuju Pra Seleksi Murni. Bandung: Ganesa Exact
- Djamarah. 2005. Strategi Belajar Mengajar. Jakarta: Rineka Cipta
- Djiwandono, Sri Esti Wuryani. 2006. Psikologi Pendidikan. Jakarta: Grasindo
- Djiwandono, Sri Esti Wuryani. 2002. Psikologi Belajar. Jakarta : Gramedia Widiasarana Indonesia
- Hermanto. 2011. Konsep Minat. Diambil dari <http://kasturi82.blogspot.com/2011/12/konsep-minat.html>
- Pohan, A.M., Asmin, and Menanti, A. (2020). The Effect of Problem Based Learning and Learning Motivation of Mathematical Problem Solving Skills of Class 5 Students at SDN 0407 Mondang. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* Vol 3 (1): 531-539.
- Prasetyono, Dwi Sunar. 2008. Rahasia Mengajarkan Gemar Membaca pada Anak Sejak Dini. Yogyakarta: Think.
- Rahim, Farida. 2005. Pengajaran Membaca di Sekolah Dasar. Jakarta : Bumi Aksara.
- Rohmatullah, Galih. 2017. Pengaruh Minat Baca Buku Pai Terhadap Hasil Belajar Pai Di Sma Wahid Hasyim Tersono-Batang. Semarang. Universitas Islam Negeri Walisongo.
- Soeatminah. 1992. Perpustakaan, kepastakawanan dan pustakawa. Yogyakarta: Kanisius
- Sukmadinata, Nana Syaodih. 2009. Metode Penelitian Pendidikan. Bandung : Remaja Rosdakarya
- Sunny, Siti Maslukha. 2016. Pengaruh Minat Baca dan Pemanfaatan Perpustakaan terhadap hasil belajar siswa kelas VII MTs Putri Nurul Masyithoh. Malang. Universitas Islam Negeri Maulana Malik Ibrahim
- Sutarno N.S. 2006. Manajemen Perpustakaan. Jakarta. CV Sagung Seto.
- Tarigan, Henry Guntur. 1987. Teknik Pengajaran Ketrampilan Berbahasa. Bandung : Angkasa.
- Thobroni, Muhammad dan Arif Mustofa. 2013. Belajar dan Pembelajaran: Pengembangan Wacana dan Praktik Pembelajaran Dalam Pembangunan Nasional. Yogyakarta: Ar-Ruzz Media.
- Waluyandi, F., Trihastuti, R., and Muchtarom, M. (2020). Implementation of Parental Involvement in Learning Civic Education. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* Vol 3 (4): 1686-1695.