

IMPACT OF READING INTEREST AND LIBRARY FACILITY UTILIZATION ON SOCIAL SCIENCE LEARNING ACHIEVEMENT OF 6TH GRADE STUDENTS

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Article Info	Abstract
<p>Article History:</p> <p>Accepted March 2025</p> <p>Revised February 2025</p> <p>Approved December 2024</p>	<p>In today's learning, students tend to prefer listening activities over reading. Therefore, the world of education has an important role in addressing this phenomenon by providing appropriate supporting facilities, one of which is a school library representative of students' learning needs. Social studies subjects emphasize reading and comprehension competencies. If this aspect is not a primary concern in improvement efforts, it is feared that students' reading interests will continue to decline. This concern can also impact student learning outcomes, especially in social studies subjects. This research aims to (1) analyze the extent to which reading interest influences student learning outcomes in social studies subjects in 6th grade at SD Negeri Jagamangsan 1, (2) examine the impact of library facility utilization on student learning outcomes, and (3) investigate the simultaneous influence between reading interest and library utilization on student learning outcomes. The research method used is a quantitative approach with a correlational research type. The research sample consisted of 45 students from SD Negeri Jagamangsan 1, selected using a total sampling technique. Data collection techniques were carried out through questionnaires and documentation. The research results indicate that a significance value of $0.001 < 0.005$ and an F-count value of $8.302 > 3.21$ were obtained based on the F-test. Thus, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. It proves that there is a significant relationship between the reading interest variable (X_1) and the utilization of library facilities (X_2) on student learning outcomes (Y).</p> <p>Keywords: Reading Interest; Library Utilization; Learning Outcomes</p>

A. Introduction

Currently, society tends to prefer listening to the news rather than reading. The World's Most Literate Nations Ranked research conducted by Central Connecticut State University in March 2016 showed that reading interest in Indonesia ranked 60th out of 61 countries. When viewed from the literacy support infrastructure, Indonesia is above several European countries (Afriatin & Danusiri, 2020).

In facing this challenge, the world of education holds a primary role in promoting a reading culture to catch up with literacy lags. This effort is expected to improve the quality of human resources in Indonesia significantly and address the low reading culture in society (Kartika & Purwati, 2020).

Reading is naturally closely related to curiosity about something. When this curiosity continues to develop, reading interest will also increase. Hierarchically, a person's rapid growth of reading interest can positively impact their learning outcomes.

In education, the development of reading skills and the formation of reading habits are critical aspects. Reading should become an activity done naturally without coercion until it develops into a fundamental and continuous need, especially if instilled early (Celik, 2020).

Reading interest is influenced by various factors, including the availability of facilities and infrastructure. One facility that has a close relationship with reading interest is the library. A school library is essential because it is integral to the learning process. Libraries provide a conducive learning environment for students, thereby supporting them in accessing learning resources more easily (Prastia & Palupi, 2016).

An excellent library provides a variety of reading materials that can help improve students' knowledge and understanding (Aramide, 2020). The school library's primary goal is to meet all members' learning needs (Darmono, 2017). With all its facilities, the library can play a role in helping students achieve their learning objectives (Shintia et al., 2021).

Learning outcomes are competencies students obtain after participating in the learning process (Nugraha, 2020). Students' academic success is measured through their learning outcomes in social studies subjects, especially Social Sciences. A factor that plays a role in achieving these learning outcomes is reading interest. Students with high reading interest tend to have better learning outcomes, while students with low reading interest generally show less optimal academic achievement. Social studies subjects focus on reading and comprehension competencies, which depend on good reading skills (Ahmad & Amin, 2022).

Students with good reading skills more easily obtain good material comprehension. Therefore, to achieve optimal learning outcomes, students must be interested in the subject matter they are learning.

If students are not interested in a subject, they tend to feel that the material is boring. One factor that can hinder student interest is low reading interest. Students with low reading interest will prefer certain subjects that are interesting to them, while high interest can contribute to improving learning outcomes (Harefa et al., 2023).

Based on this, researchers need to research the reading interest of elementary school students, especially 6th-grade. This research aims to answer questions about the influence of reading interest on learning outcomes, especially in 6th-grade social science subjects. In addition, this research also aims to examine whether the utilization of library facilities impacts student learning outcomes in schools.

Thus, the main objectives of this research are: 1) To analyze the relationship between reading interest and the achievement of learning outcomes in 6th-grade social science subjects at SD Negeri Jagamangsan 1, 2) to determine the influence of library facility utilization on learning outcomes in 6th-grade social science subjects at SD Negeri Jagamangsan 1, and 3) to identify the combined influence of reading interest and library utilization on student learning outcomes in social science subjects at SD Negeri Jagamangsan 1.

B. Methods

This research used a quantitative methodology, focusing on the analysis of data in numerical form (Sugiyono, 2018). The selected research type was

correlational research, which aims to identify the relationship between two or more hypothesized variables (Arikunto, 2013). The research subjects consisted of 45 respondents of 6th-grade students from SD Negeri Jagamangsan 1, located in Bercak, Jogotirto, Berbah, Sleman, Special Region of Yogyakarta.

Data collection was conducted through questionnaires and documentary methods. Questionnaires were used to gather data related to reading interest and the utilization of library facilities. In contrast, documentary methods were used to obtain data regarding academic achievement in social science subjects. The questionnaire statements were structured based on research variable indicators, which were then elaborated into question items in the research instrument.

Data analysis was performed using SPSS version 23 software. This research began with a normality test using the One-Sample Kolmogorov-Smirnov method, where the data were categorized as normally distributed if the significance score was $\text{sig} > 0.05$. If $\text{sig} < 0.05$, the data were considered not normally distributed. This research also performed a multicollinearity test to ensure the absence of strong linear relationships between independent variables.

Hypothesis testing was conducted through partial tests (t-tests), where the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted if $t\text{-count} > t\text{-table}$ and the significance value was $t < 0.05$. Furthermore, simultaneous tests (F-tests) were performed with a significance level $\alpha < 0.05$ and $F\text{-count} > F\text{-table}$, showing that the research hypothesis was accepted.

C. Results and Discussion

The initial stage conducted in this research was to perform a normality test using SPSS 26 software, with the following results:

Table 1
Normality Test

		Unstandardized Residual
N		45
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	5.07200864
	Absolute	.080
Most Extreme Differences	Positive	.057
	Negative	-.080
Test Statistic		.080
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Based on Table 1, the normality test results obtained a significance value of $0.200 > 0.05$, indicating a normally distributed dataset. Subsequently, a homogeneity test was conducted, and the results were summarized as follows.

Table 2
Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Hasil Belajar	Based on Mean	1.376	1	43	.247
	Based on Median	1.253	1	43	.269
	Based on Median and with adjusted df	1.253	1	42.161	.269
	Based on trimmed mean	1.349	1	43	.252

Based on Table 2, the homogeneity test yielded a significance value of $0.247 > 0.05$, demonstrating that the data were homogeneous. Then, the linearity tests were performed for each variable, as shown in the following tables.

Table 3
Linearity Test of Variable (X₁) against (Y)

		Sum of Squares	df	Mean Square	F	Sig.
Hasil Belajar Minat Baca	*Between (Combined)	337.084	12	28.090	.973	.494
	Groups Linearity	27.407	1	27.407	.949	.337
	Deviation from Linearity	309.677	11	28.152	.975	.488
	Within Groups	924.060	32	28.877		
	Total	1261.144	44			

Table 4
Linearity Test of Variable (X₂) against (Y)

		Sum of Squares	df	Mean Square	F	Sig.
Hasil Belajar Pemanfaatan Perpustakaan	*Between (Combined)	150.748	9	16.750	.528	.844
	Groups Linearity	57.855	1	57.855	1.824	.186
	Deviation from Linearity	92.893	8	11.612	.366	.931
	Within Groups	1110.396	35	31.726		
	Total	1261.144	44			

Based on Tables 3 and 4, the linearity test results indicated linearity for both variables, as shown by the significance value of deviation from linearity $0.488 > 0.05$ and $0.931 > 0.005$. After obtaining these results, the researchers conducted a t-test to examine whether the hypotheses were accepted or rejected, with the following results.

Table 5
T-Test

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	92.466	3.731			24.780	.000
Minat Baca	.364	.108	.471	3.373		.002
Pemanfaatan Perpustakaan Sekolah	.493	.148	.464	3.326		.002

Based on Table 5, the t-count value for reading interest obtained a result of $3.373 > 2.018$, which implies that H_0 was rejected and H_a was accepted. The reading interest variable (X_1) significantly influences student learning outcomes (Y). The t-count value for library utilization obtained a result of $3.326 > 2.018$, which implies that H_0 was rejected and H_a was accepted. The library facility utilization variable (X_2) significantly influences student learning outcomes (Y). Next, the F-test was performed with the following results.

Table 6
F-Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	76.942	2	38.471	8.302	.001 ^b
	Residual	194.636	42	4.634		
	Total	271.578	44			

Based on Table 6, the F-test results obtained a significance value of $0.001 < 0.005$ and an F-count value of $8.302 > 3.21$, indicating that H_0 was rejected and H_a was accepted. It means that there is a significant influence among the three variables, namely reading interest (X_1), library facility utilization (X_2), and student learning outcomes (Y).

Erismin Yahya, Head of the Riau Province Communication, Informatics, and Statistics Office, revealed that based on UNESCO data, Indonesia ranks second-to-last in literacy internationally. UNESCO also concluded that out of 1,000 Indonesians, only one has a reading habit. At the same time, watching activities is more preferred than reading (Infopublik.id, 2022).

Sari (2018) conducted research showing that reading interest significantly impacts student learning outcomes. This finding is reinforced by the research of

Sari et al. (2020), which stated that the higher the students' reading interest, the higher their learning outcomes.

Cultivating reading interest early on aims to form a reading culture in children. Therefore, schools have an important role in instilling literacy activities so that students become accustomed to reading and develop these habits as part of the learning process (Waluyo et al., 2023).

The existence of library facilities in every school plays an important role as a learning resource that supports students' academic success. This finding is consistent with research results showing that libraries improve learning achievement. It is in line with research by Chandrappa et al. (2023), which stated that the facilities available in the library have a strategic role in supporting learning objectives, publishing ideas, and displaying the results of one's thinking. It is reinforced by Yuliana's (2023) research, which states that library utilization influences student learning outcomes at that school.

Similar research results were also presented by Huda (2020), who emphasized that libraries have an important role in increasing the relationship between library facility utilization and student learning outcomes. Additionally, Anunu et al. (2023) found that libraries can operate effectively as students utilize the available facilities to access learning resources. Thus, students, individually and in groups, can compare their learning outcomes and improve their understanding of the material. With all its facilities, the library means to support the improvement of student learning outcomes.

Reading interest and library facility utilization significantly positively impact the learning outcomes of 6th-grade students at SD Negeri Jagamangsan 1, especially in social studies subjects. It aligns with research by Muhtadien & Krismayani (2019), which stated that reading interest influences library visits and utilization. These findings are consistent with research results by Tampubolon et al. (2020), which revealed a strong relationship between student learning outcomes and reading interest in the library.

In addition, Rahayu's (2016) research also showed a significant relationship between reading interest, learning motivation, and student learning outcomes.

These findings further reinforce that reading interest and library facility utilization are important in improving student learning outcomes.

D. Conclusion

Based on the t-test results, the t-test showed that reading interest (X_1) significantly influences student learning outcomes (Y), with a t-value of 3.373, which is greater than 2.018. Similarly, utilizing library facilities (X_2) also significantly influences student learning outcomes (Y), as indicated by a t-value of 3.326, also greater than 2.018. From the research that has been conducted, it can be concluded that (1) there is a significant influence between reading interest (X_1) and student learning outcomes (Y), (2) there is a significant influence between the utilization of library facilities (X_2) and student learning outcomes (Y), and (3) simultaneously, reading interest (X_1) and the utilization of library facilities (X_2) have a significant influence on student learning outcomes (Y) in 6th-grade social science subjects at SD Negeri Jagamangsan 1.

The findings of this research will serve as a basis for improving the quality of students' reading interest, not only in social science but also in other subjects. Based on these results, researchers plan to develop further research in other fields of study to expand the impact of improving reading interest on student learning outcomes.

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