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THE IMPACT OF READING INTEREST AND LEARNING HABITS ON STUDENTS' ACHIEVEMENT FOR INTEGRATED SCIENCE LEARNING

Fitri
[1] Institut Agama Islam As'adiyah Sengkang, Indonesia

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ABSTRACT

The objective of this study is to determine 1) how reading interest affects students' integrated science learning achievement. 2) The impact of students' learning behaviors on their science learning achievement 3) Effects of students' reading preferences and study practices on their integrated science learning achievement. This study is an example of correlational ex post facto research. The population of this study consisted of all students, totaling 470, from whom a sample of 150 was drawn using stratified random sampling methods. Questionnaires and documentation are used in the data retrieval approach. Regression analysis is the method of data analysis used. Results indicate that 1) reading interest has a significant impact on students' integrated science learning achievement, with a value of 0.000 (0.05), and that reading interest contributes relatively to 36.5% of students' integrated science learning achievement. 2) There is a substantial relationship between learning habits and students' integrated science learning achievement, with a significance level of 0.000 (p 0.05) and a relative contribution of 16.2% from learning habits. 3) With a value of 0.000 significance (0.05), there is a significant relationship between reading interest and learning habits and the achievement of integrated science learning students. Together, these two factors account for 36.5% of the students' integrated science learning achievement.

Corresponding Author:

Fitri
Institut Agama Islam As'adiyah Sengkang, Indonesia
Email: fitri2103049201@gmail.com

1. INTRODUCTION

Humans need education to become human beings who are competitive, creative, and innovative (bin Nordin et al., 2022), so educational institutions play an important role as a forum for improving the quality of human resources (HR) with the measurement parameters used through learning achievement. Whether the achievement of learning achievement is successful or not is influenced by two factors, namely internal factors and external factors. Internal factors include reading interests and study habits of students. Interest, especially reading interest, is one of the factors that also determine the success of student learning achievement (Wigfield & Cambria, 2010; Aprilia et al., 2020). Efforts to foster an interest in reading in children are steps to help children become lifelong learners because books are windows to the world. Reading activity is an important factor in the learning process at school. Through reading activities, a person obtains information and becomes a means of communicating. The more often

they read, the more knowledge they have and the more learning achievement students get. Study habits also influence student learning achievement (Nonis & Hudson, 2010; Hora & Oleson, 2017). Students who have regular study habits in their daily life have the ability to achieve better than students who are less organized in learning. Appropriate study habits lead to satisfactory learning achievement, while inappropriate study habits lead to less successful learning achievement (Iqbal et al., 2022). Recognizing the importance of reading interest and study habits of students that influence better Integrated Science learning achievement prompted researchers to conduct research on "The Influence of Reading Interest and Study Habits on Integrated Science Learning Achievement of Junior High School Students in Sabbangparu District, Wajo District".

The formulation of the research problem is as follows.

1) How does interest in reading affect the learning achievement of Integrated Science for junior high school students in Sabbangparu District, Wajo Regency?

2) What is the influence of study habits on the learning achievement of Integrated Science for junior high school students in Sabbangparu District, Wajo Regency?

3) What is the influence of reading interest and study habits together on the Integrated Science learning achievement of junior high school students in Sabbangparu District, Wajo Regency?

Theoretical Basic

Reading Interest

Interest in reading is a tendency of desire or strong interest accompanied by efforts that are continuously made by someone towards reading activities and followed by a feeling of pleasure without coercion, on their own accord, or encouragement from outside so that someone understands what he reads (Camangian, 2013; Putro & Lee, 2017). Interest in reading contains elements of desire, encouragement, attention, awareness, and a sense of pleasure in reading so that a person understands the text being read. Factors that inhibit interest in reading include (a) the family environment and surroundings that do not support reading habits; (b) the low purchasing power of people's books; (c) the minimum number of libraries in adequate condition; (d) the negative impact of the development of electronic media; (e) the learning model, in general, does not make students have to read; and (f) the learning system is not appropriate.

Solutions to overcome low interest and reading skills include making books a loyal friend, making books a welcome gift, and making bookstores a favorite place. Indicators of interest in reading include pleasure in reading, awareness of the benefits of reading, frequency of reading, and the number of readings ever read (Pitoyo, 2020; ten Hagen et al., 2022).

Study Habits

Study habits are behaviors that are formed because they are repeated throughout an individual's life and usually follow a certain method or pattern so that learning habits are formed (Willman et al., 2015). There are two kinds of study habits: first, good study

habits help master lessons, achieve learning progress, and achieve success. Second, bad study habits make it difficult to understand knowledge, impede progress, and ultimately fail (Ewell et al., 2022).

Indicators of study habits include the way students take lessons, the way they study independently at home, the way they study in groups, the way they study textbooks, and the way they face exams (Jafari et al., 2019).

Learning achievement

Learning is the process of changing a person's behavior involving the elements of creativity, taste, and intention in the cognitive, affective, and psychomotor domains as a result of one's own experience of the influence of interaction with the environment in meeting his or her life needs (Singh et al., 2021). The process of success in learning will be a measure of success in achieving educational goals. When the learning process goes well, it can be said that it can have a positive impact on achieving the goals set. The achievement of learning achievement is influenced by two factors, namely internal and external factors (Rafiola et al., 2020). Internal factors include the health, intelligence, interests, and habits of the students themselves. While external factors include family, surrounding environment, community, and school. There are several factors that influence learning achievement in schools, including teachers and teaching methods, learning models, learning tools, and curricula (Weir et al., 2019; Fitri, 2020).

Based on the previous conception, the research objectives are as follows:

1) Knowing the effect of interest in reading on the learning achievement of Integrated Science junior high school students in Sabbangparu District, Wajo Regency;

2) determining the effect of study habits on the learning achievement of Integrated Science for junior high school students in Sabbangparu District, Wajo Regency; and

3) knowing the effect of reading interest and study habits together on the Integrated Science learning achievement of junior high school students in Sabbangparu District, Wajo Regency.

2. METHOD AND DISCUSSION

This research is a kind of correlational ex post facto research (Sharma, 2019; Goodman-Scott et al., 2022). The research was conducted at a junior high school in Sabbangparu District, Wajo Regency, and began at the beginning of the even semester. The population in this study was all junior high school students in Sabbangparu District, Wajo Regency, totaling 470 students divided into 18 study groups. The research sample consisted of 150 students who were taken by stratified random sampling technique. The data collection method in the study was carried out using a questionnaire and documentation. The data analysis technique used is regression analysis, which consists of simple linear regression analysis and multiple linear regression analysis.

3. RESULTS AND DISCUSSION

Results

3.1 First Hypothesis

Testing the first hypothesis using simple linear regression analysis. The results of the first hypothesis test obtained by the regression line equation, namely:

$$\hat{Y} = a + b_1X_1$$
$$\hat{Y} = 53.756 + 0.252X_1$$

Testing the hypothesis obtained sig.$\rho = 0.000 < \alpha = 0.05$. This suggests that there is a significant effect of reading interest on students' Integrated Science learning achievement. Junior High School in Sabbangparu District, Wajo Regency. The magnitude of the contribution of reading interest to students' Integrated Science learning achievement can be seen from the value of the coefficient of determination (R square) which is equal to 0.365 so that it can be seen that the relative contribution of reading interest to students' Integrated Science learning achievement is 36.5%.

3.2 Second Hypothesis

Testing the second hypothesis using simple linear regression analysis. The results of the second hypothesis test obtained the regression line equation, namely:

$$\hat{Y} = a + b_2X_2$$
$$\hat{Y} = 60.961 + 0.171X_2$$

Testing the second hypothesis obtained sig.$\rho = 0.000 < \alpha = 0.05$. This states that there is a significant effect of study habits on students' Integrated Science learning achievement. Junior High School in Sabbangparu District, Wajo Regency. The magnitude of the contribution of study habits to students' Integrated Science learning achievement can be seen from the value of the coefficient of determination (R square) which is equal to 0.162 so that it can be seen that the relative contribution of study habits to students' Integrated Science learning achievement is 16.2%.

3.3 Third Hypothesis

Testing the third hypothesis using multiple linear regression analysis. The results of the third hypothesis test obtained the regression line equation, namely:

$$\hat{Y} = a + b_1X_1 + b_2X_2$$
$$\hat{Y} = 53.932 + 0.254X_1 - 0.004X_2$$

Testing the third hypothesis obtained obtained sig. $\rho = 0.000 < \alpha = 0.05$. Based on the description above, it can be stated that there is a significant influence on reading interest and study habits together on the Integrated Science learning achievement of junior high school students in Sabbangparu District, Wajo Regency.

The coefficient of determination (R2) shows the level of precision of the regression line, which is 0.365. This means that the relative contribution of reading interest and study habits together to students' Integrated Science learning achievement is 36.5%. This value describes that 36.5% of changes in students' Integrated Science learning achievement are influenced by students' reading interest and study habits together.

Discussion

1. The effect of reading interest on students' Integrated Science learning achievement

Based on the results of simple linear regression analysis, a significance value of $\rho = 0.000 < \alpha = 0.05$ is obtained. These results indicate that interest in reading has a significant influence on the learning achievement of Integrated Science for Junior High School students in Sabbangparu District, Wajo Regency. Students who have a high interest in reading, especially those related to Integrated Science, the learning achievement obtained are also high.

2. The effect of study habits on students' Integrated Science learning achievement

Based on the results of simple linear regression analysis, a significance value of $\rho = 0.000 < \alpha = 0.05$ is obtained. These results indicate that study habits have a significant influence on the learning achievement of Integrated Science for Junior High School students in Sabbangparu District, Wajo Regency. Therefore, students who have good study habits especially those related to Integrated Science, the learning achievement obtained are also high.

3. The impact of reading interest and study habits together on students' Integrated Science learning achievement

Based on the results of multiple linear regression analysis, a significance value of $\rho = 0.000 < \alpha = 0.05$ is obtained. These results indicate that interest in reading and study habits together have a significant effect on the learning achievement of Integrated Science for Junior High School students in Sabbangparu District, Wajo Regency. Therefore, if students have a high interest in reading and are supported by good study habits, especially those related to Integrated Science, then learning achievement in these subjects will increase.

4. CONCLUSION

Based on the results of the analysis and discussion, it can be concluded as follows.

1) Interest in reading has a significant influence on the learning achievement of Integrated Science for Junior High School students in Sabbangparu District, Wajo Regency.

2) Study habits have a significant influence on the learning achievement of Integrated Science for junior high school students in Sabbangparu District, Wajo Regency.

3) Interest in reading and study habits together have a significant influence on the learning achievement of Integrated Science for Junior High School students in Sabbangparu District, Wajo Regency.

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