

THE CONTRIBUTION OF READING INTEREST AND LEARNING HABIT TOWARD STUDENTS' LEARNING OUTCOMES IN INTEGRATED NATURAL SCIENCE OF SECONDARY SCHOOLS

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Abstract. This study was correlational ex-post facto research. It was done at secondary schools in Sabbangparu sub district of Wajo district on the even semester of academic year 2015/2016. Population of this research were entire students of secondary schools in Sabbangparu sub district of Wajo by number of 470 students and sample of research were 150 students which were taken through stratified random sampling technique. Data were collected by questionnaire and documentation. Data were analyzed by multiple linear regression analysis. The results research showed that there was 1) the effective contribution of reading interest on students learning outcomes was 36.5%; 2) the effective contribution of learning habit on students learning outcomes was 16.2%; and 3) the effective contribution of reading interest and learning habit on students learning outcomes of Integrated Natural Science was 36.5%.

Keywords: *reading interest, learning habit, learning outcomes*

INTRODUCTION

Humans need education to become a man who has competitive, creative and innovative spirited so that educational institutions play an important role as one of the place to improve the quality of human resources (HR) with a parameter used is through learning outcomes. Attainment of learning outcomes influenced by two factors: internal and external factors. Internal factors include the reading interest and learning habits of students. Interests particularly reading interest is one the factor that determines the success of student learning achievement. Efforts to foster reading interest in children is a step to help children become lifelong learners because the book is a window to the world. Reading is an important factor in a learning process at schools. Through reading, a person obtains information and communicates with each other. The more often read, the more knowledge and learning results obtained by the students. Study habits also affect to student learning outcomes. Students who have a regular study habits in daily life have the ability to perform better than students who are not regular in learning. Study habits properly bring the learning outcomes are satisfactory, while the improper study habits cause learning outcomes was less successful. the important of reading interest and learning habits students that influence learning

outcomes in Integrated Science encourage researchers to conduct research "The influence of reading interest and learning habits toward students learning outcomes in Integrated science of secondary school at Sabbangparu sub district, Wajo district".

REVIEW OF LITERATURE

1. Reading Interest

Reading Interest is desire tendency or strong interest accompanied by efforts constantly pursued someone toward reading activity and followed by pleasure without coercion, belongs to their own accord or encouragement from the outside so that the person understands what he reads. Reading Interest contains desire elements, encouragement, attention, awareness, and a sense fun to read, so t the person understand or comprehend the text he reads.

Wahyuni (2010), factors inhibit reading interest such as, (a) family and around environment that not support reading habits, (b) low purchasing of the book by community, (c) minimal number of libraries that have proper condition, (d) negative impact of electronic media development, (e) general learning model generally has not made the students should read yet, (f) learning system is not right yet.

Solutions to overcome the low of interest and reading books ability such as make books be a good friend, make books as prizes awaited, and make a bookstore as a favorite place (Wijayanti, 2011). Indicators of reading interest such as pleasure of reading, awareness of the reading benefits, reading frequency and the number of readings ever read.

2. Learning Habit

Learning habits formed because of behavior repeated throughout life of the individual and usually followed by a certain pattern, so that will form study habits. There are two kinds of study habits: the first is good learning habits help master the lessons, reach learning progress and success. Second, the bad learning habits that make difficult to understand the knowledge, inhibit the progression, and ultimately fail (Gie, 1995 in Nugroho, 2015).

Indicators of learning habits such as the way students to learn, how students learn independently at home, the way students learn group, the way students study textbooks, and the way students facing exams.

3. Learning Outcomes

Learning is a process of behavior change involves an element of creativity, taste, and imagination, cognitive, affective, and psychomotor as a result of his own experience toward environmental interaction. Success in the learning process be a parameter to success in achieving educational goals. When the learning process running well, it can be said that learning process has a positive impact on achieving the educational goals.

Achievement of learning outcomes is influenced by two factors: internal and external factors. Internal factors include the health, intelligence, interests and habits. While external factors include the family, neighborhood, community, and school (Slameto, 2010). Rusman (2010), there are several factors that influence learning outcomes in schools, such as teachers and how they are teaching, learning model, learning tools, and curriculum.

RESEARCH METHOD

This is correlational ex-post facto research. It was done at secondary schools in Sabbangparu sub district of Wajo district on the even semester of academic year 2015/2016. Population of this research were entire students of secondary schools in Sabbangparu sub district by number of 470 students and sample of research were 150 students which were taken through stratified random sampling technique. Method of collecting data were by questionnaire and documentation. Technique of data analysis used were regression analysis including simple linear regression and multi linear regression analysis.

RESULT AND DISCUSSION

1. The Contribution of Reading Interest Toward Students' Learning Outcomes in Integrated Natural Science of Secondary School

The first hypothesis test results obtained regression line is

$$\hat{Y} = a + b_1X_1$$

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

The first hypothesis obtained $\text{sig.}p = 0.000 < \alpha = 0:05$. It is claimed that there is significant influence of reading interest toward students learning outcomes in Integrated Science at Sabbangparu sub district, Wajo district in academic year 2015/2016. The amount contribution of reading interest towards students learning outcomes in Integrated Natural Science can be seen from the coefficient of determination (R square) that is equal to 0.365 so that it can be seen that the effective contribution of reading interest toward learning outcomes in Integrated Science students about 36.5%.

Based on the results of simple linear regression analysis obtained significance value $p = 0.000 < \alpha = 0:05$. These results indicate that reading interest has significant influence toward student learning outcomes in Integrated Natural Science of secondary school at Sabbangparu sub district, Wajo district in academic year 2015/2016. Students who have a high interest, the study results obtained are also high. Other research supports this research had previously performed by Widyasmoro (2015) with the results showed reading interest has significant influence toward civics learning outcomes in fifth grade students of primary school at of Pemalang Pagergunung district academic year 2013/2014.

2. The Contribution of Reading Interest And Learning Habit Toward Students' Learning Outcomes In Integrated Natural Science of Secondary Schools

The second hypothesis test results obtained regression line is

$$\hat{Y} = a + b_2X_2$$

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

The second hypothesis obtained values obtained $\text{sig.}p = 0.000 < \alpha = 0:05$. It is claimed that there is significant influence study habits toward students learning outcomes in Integrated Science at Sabbangparu sub district, Wajo district in academic year 2015/2016. The amount of the contribution learning habit toward student learning outcomes in Integrated Science can be seen from the determination coefficient (R square) that is equal to 0.162 so that it can be seen that the effective contribution of the learning habit toward students learning outcomes in Integrated Sciences about 16.2%.

Based on the results of simple linear regression analysis obtained significance value $p = 0.000 < \alpha = 0:05$. These results indicate that the learning habits have a significant influence toward student learning outcomes in Integrated Science of secondary school at Sabbangparu sub district, Wajo district in academic year 2015/2016. Therefore, students who have good learning habits, then the learning outcomes obtained are also high. Another study strengthens this research had previously been done by Purnama et al. (2013) with the results of studies suggest that there are significant parental guidance,

learning habits, and learning environment toward learning outcomes social science Integrated of eighth grade students at secondary school PGRI 2 Labuhan Ratu in academic year 2012/2013.

3. The Contribution of Reading Interest and Learning Habit Toward Students' Learning Outcomes in Integrated Natural Science of Secondary Schools

The third hypothesis test results obtained regression line is

$$\hat{Y} = a + b_1X_1 + b_2X_2$$

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

The third hypothesis obtained sig. $p = 0.000 < \alpha = 0.05$. Based on the result, it can be stated that there is significant influence reading interest and learning habits together toward students learning outcomes in Integrated Science of secondary school at Sabbangparu sub district, Wajo district in academic year 2015/2016. The coefficient of determination (R^2) indicates the level accuracy of regression line amount of 0,365. This means that the effective contribution of reading interest and learning habits together toward students learning outcomes in Integrated Science about 36.5%. The value of 36.5% described the changes in the Integrated Science student learning outcomes are influenced by reading interest and learning habits together.

Based on the results of multiple linear regression analysis obtained significance value $p = 0.000 < \alpha = 0.05$. These results indicate that reading interest and learning habits together significantly influence student learning outcomes in Integrated Science of secondary school at Sabbangparu sub district, Wajo district in academic year 2015/2016. Therefore, if a student has a high reading interest and supported by good learning habits, the results of learning will increase. Other research supports this research had previously done by Nugroho (2015) with the results of the study states that if students have a high reading interest and also good learning habits, the learning outcomes also increased.

CONCLUSION

Based on data of research result and discussion, it can be concluded as follows. The results research showed that there was 1) the effective contribution of reading interest on students learning outcomes was 36.5%; 2) the effective contribution of learning habit on students learning outcomes was 16.2%; and 3) the effective contribution of reading interest and learning habit on students learning outcomes of integrated natural science was 36.5%.

SUGGESTION

1) For students, especially students of secondary school at Sabbangparu sub district, Wajo district in academic year 2015/2016, it is a duty to continue raising reading interest and pay attention to learning habit because it can bring success in learning. 2) For teachers, when teaching and learning activities take place, teachers are expected to instill a high interest and good learning habits of the students without distinction of social status and level of student thinking. 3) For the researchers, this study provides information about reading interest and learning habits contribute to students' learning outcomes in Integrated Sciences by 36.5% and the residue 63.5% is influenced by other factors not examined in this study, so that there should be further studies on the other factors affect student learning outcomes include such physical factors, psychological factors, family factors, school factors, community factors, and other factors.

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