



The Effect of Reading Interest on Learning Outcomes of the Mathematics Education Profession During the Distance Learning Period

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Abstract

The purpose of this study was to determine the effect of reading interest on the learning outcomes of the teaching profession of students in the mathematics education study program during distance learning. This research uses a quantitative approach with a survey method. This research was conducted in the third semester of the 2020/2021 academic year during the distance learning period. This study used all students of the mathematics education study program who programmed professional education courses with a total of 25 students as the population as well as the research sample. The data collection used in the form of a Likert scale questionnaire and a test of the learning outcomes of the educational profession. The data analysis technique used descriptive and inferential analysis in the form of simple linear regression analysis. The results of data processing showed that students' reading interest reached 48% including the good category and the learning outcomes of the student education profession were also in the good category with 56% achievement. The conclusion obtained by students' reading interest has a significant effect on the learning outcomes of the educational profession in students of the mathematics education study program with a large effect of 53.9%.

Keywords: reading interest; learning outcomes; the educational profession; distance learning

A. Introduction

The challenges faced by students during the distance learning period applied on campus in the context of preventing COVID-19 are very diverse. One of them is the challenge of growing interest in reading. The existence of reading activities carried out by students is one of the learning processes in the distance learning period. Reading can be interpreted as the process of students as readers to gain knowledge from reading material. In reading, someone will try to understand the content and information to be conveyed by the author. For that reading has the benefit of adding insight and knowledge. In the world of education, reading is an important priority for students. Students will get the information they need to improve themselves further.

Reading is not only to increase knowledge but also to strengthen, deepen and store knowledge or recall the memory of knowledge that students have obtained from their lecturers. So that if it is done regularly, it will help students to improve their achievements on campus. However, the process of learning by reading is what students rarely choose. They rely more on what the lecturers say on campus. So that if they have difficulty understanding, they will automatically find it difficult to build their achievements. The term complex reading ability is known as literacy.

Indonesia is ranked 64th out of 65 countries with a score of 375, only superior to Peru below it. These results indicate that the current education system in Indonesia is still unable to produce literacy skills that compete with other countries (Nuryanti, 2019; Sutrisna, 2021). UNESCO states that Indonesia ranks fairly low in terms of world literacy (Fahmy et al., 2021; Nafi'ah, 2020). In other words, the reading interest of the Indonesian people is said to be very low. However, in 2020, the National Library of Indonesia gave the results of Indonesian reading interest in the medium category. Not only Unesco and National Library, PISA (Program for International Student Assessment) stated that for the reading category, Indonesia was ranked 72 out of 77 countries (Fahmy et al., 2021; Yuniati et al., 2017). Based on some of these data, it is undeniable that the reading interest of the Indonesian people has not been satisfactory. This situation is further exacerbated by the implementation of distance learning at various levels of education due to the COVID-19 pandemic. Indonesian people's interest in reading is increasingly being battered by the limitations that have arisen due to the pandemic. These limitations have a direct impact on changes in Indonesian people's behavior towards reading activities. For example, the campus does not do face-to-face meetings, so the students' reading activities cannot be directly controlled by the lecturers. The library also does not serve the usual opening hours, or even does not open library services. With these limitations, the implementation of literacy in reading interest is constrained.

According to a survey conducted by UNESCO at the reading literacy level, Indonesia is ranked 60th out of 61 countries in the world. The national reading index in 2013, the reading rate throughout Indonesia is still lacking, namely 0.01, which means that 100 people only have 1 who likes to read (Anisa et al., 2021; Antasari, 2017; Lutfi et al., 2020). The results of research through PISA (Program for International Student Assessment) in 2012 Indonesia is ranked 64th out of 65 countries. The low interest in reading can cause the quality and quality of education in Indonesia to just run in place and tend to go backwards.

This interest in independent learning initiatives by reading is what students need to build who are known to be interested. Interest is a determining factor that comes from outside the self which determines learning outcomes. Each student certainly has different interests, namely reading interest. So that reading interest is needed to start student reading activities. Interest in reading is a strong desire accompanied by one's efforts to read. Someone who has a strong interest in reading will be manifested in his willingness to get reading material and then read it on his own consciousness. Reading interest is a mental tendency that encourages someone to do something about reading (Ama & Widayana, 2021; Artana, 2016; Asniar et al., 2020; Fahmy et al., 2021; Hendrayani, 2018; Ruslan & Wibayanti, 2019; Sudarti & Herawati, 2021). This definition is in line with Sandjaya's opinion which states that reading interest is a strong and deep concern accompanied by feelings of pleasure towards reading activities so that it can direct someone to read on their own accord (Barat, 2019; Elendiana, 2020; Fitriani, 2018; Halawa, 2014; Majid et al., 2021; Suryanti, 2017; Wahyuni, 2018).

Reading interest can be interpreted as a combination of one's interest, motivation and reading activities. Basically, every human being has an interest in reading that comes from the instinct of curiosity possessed by humans or individuals. Thus, a person can be said to have an interest in reading if he does reading activities based on his own will. In other words, someone

who has an interest in reading can be said to have an awareness of the importance of reading. Reading can increase knowledge and insight. Moreover, in the world of education, the learning process cannot be separated from reading activities. During the learning process, students will not have enough knowledge just by listening to the lecturer's explanation, for that students must read books or other sources to increase knowledge, especially in the content of educational profession courses. Moreover, in the educational profession the material is rote. The educational profession is a subject matter that has suggestions to equip students to improve their reasoning power in addition to instilling moral values and concepts, the material also has characteristics that require students to memorize.

From this explanation, considering that the content of the educational profession courses tends to be rote, students should be diligent in reading books related to the material for the educational profession. However, interest in reading at this time can be said to be lacking. The results of the author's observations, reading books are rarely done, especially books related to the learning process. Most students tend to read books that are not lessons because they are considered boring. This happens due to a lack of interest in reading students' textbooks. This is proven when lecturers are unable to enter teaching they prefer to play social media than reading textbooks.

Therefore, reading interest is important, including in the world of education. Many experts have expressed various statements about the importance of reading activities. "Reading is very important because it affects the mindset, behavior, and is very influential on the future. Furthermore, reading activities are very important for the maintenance and development of community life, both individually and as a nation.

Before arriving at the ability to read, one must have an interest in reading. This interest will be the basis for the success of reading activities. If someone does not have a great interest in reading, then whatever reading material he reads will be in vain. This is because he reads not on his own interest or in an activity that he enjoys. On the other hand, if the reading activity is based on his own desires, then it is likely that he will experience effective reading activities. Reading interest includes elements such as attention, willingness, encouragement and pleasure. This attention can be seen from his emphasis on reading activities, he has a high willingness to read, encouragement and pleasure, both from himself and from the influence of others, and he carries it out with diligence and tends to be stable.

Based on the problems described above, the researcher suspects that reading interest and active learning have an influence on student learning outcomes in the educational profession courses during distance learning. Therefore, the researcher is very interested in examining "The Effect of Reading Interest with the Learning Outcomes of the Educational Profession on Mathematics Education Students during the Distance Learning Period.

B. Methodology

This study uses quantitative research using survey methods. The sample used is all students of the third semester mathematics education study program for the 2020/2021 academic year, totaling 25 students. The instrument used in this research is survey data. The survey is in the form of a questionnaire. The survey aims to reveal student interest in reading that affects the learning outcomes of students' educational professions by using a Likert scale. The Likert scale is used as a tool to measure attitudes, opinions, and perceptions of individuals or groups of people towards social phenomena. The Likert scale used is a scale of 1 to 5. While the test for learning outcomes for the educational profession is in the form of an essay test.

Data analysis in this study was descriptive data analysis by calculating the highest score, lowest score, average value, and standard deviation as well as the classification of student educational professional learning outcomes data and student reading interest data which had been converted to an interval scale. Furthermore, an inferential analysis was conducted to examine the effect of students' reading interest on the learning outcomes of the mathematics education profession. But before that, the classical assumption test was carried out for simple linear regression analysis. The classic assumption test used is the normality test using the Kolmogorov Smirnov test with the basis for making decisions in the form of sig values. greater than 0.05 then the data is normally distributed and vice versa. Linearity test with the basis of decision making in the form of sig value. Deviation from Linearity is greater than 0.05 then there is a linear relationship between the variables and vice versa. Heteroscedasticity test used the

glejser test with the basis for making decisions in the form of sig values. greater than 0.05 then there is no heteroscedasticity in the regression model and vice versa.

After all the classical assumption tests were met, it was continued to test the research hypotheses by means of simple regression analysis to test whether there was a significant influence on students' reading interest on the learning outcomes of students' mathematics education professions. As well as the calculation of R square to determine the effect of student interest in reading on the learning outcomes of students' educational professions.

C. Findings and Discussion

1. Findings

Data on reading interest were obtained through student answers on a reading interest scale filled out by 25 respondents. Raw scores are transformed into scores in the form of intervals. The highest score obtained was 95 and the lowest score was 46.25. The mean obtained was 67.05. The standard deviation obtained is 2.485. Based on these data, reading interest is divided into five categories as shown in table 1 below.

Table 1. Classification of Student Reading Interest Data

Interval	Category	Reading Interest	%
80-100	Very good	3	12
66-79	Good	12	48
56-65	Enough	5	20
40-55	Not enough	5	20
30-39	Less once	0	0
	Amount	25	100

From table 1, it can be concluded that the reading interest found in students of the mathematics education study program who programmed the educational profession courses is in the good category. For more details, see Figure 1 below.

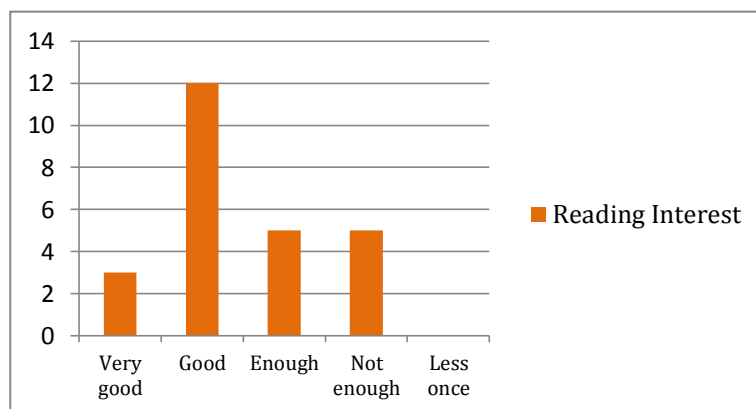


Figure 1. Category of reading interest for students of the education profession

Data on learning outcomes of the educational profession includes students' cognitive values. The learning outcomes of the mathematics students' educational professions are obtained through test scores for the educational profession's learning outcomes. The highest score obtained was 86.67 and the lowest score was 50. The mean obtained was 71,548. The standard deviation obtained is 10,774. Based on these data, educational learning outcomes are divided into five categories which are shown in table 2 below.

Table 2. Classification of Student Educational Profession Learning Outcomes Data

Interval	Category	Learning Outcomes	%
80-100	Very good	8	32
66-79	Good	14	56
56-65	Enough	0	0
40-55	Not enough	3	12
30-39	Less once	0	0
	Amount	25	100

From table 2 it can be concluded that the learning outcomes of the education profession in the mathematics education study program are in the good category. For more details, see Figure 2 below.

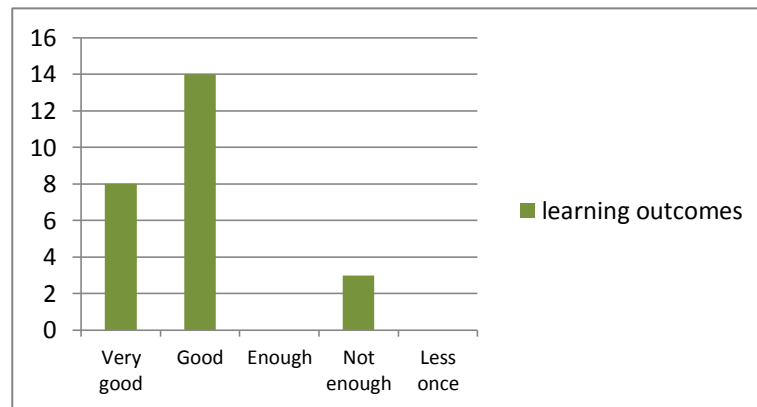


Figure 2. Category of educational profession learning outcomes

Furthermore, the results of the classical assumption test of this study in the form of a normality test on the unstandardized residual value are shown in table 3 below.

Table 3. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		25
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	15.35260712
Most Extreme Differences	Absolute	0.112
	Positive	0.112
	Negative	-0.102
Kolmogorov-Smirnov Z		0.560
Asymp. Sig. (2-tailed)		0.913

a. Test distribution is Normal.

b. Calculated from data.

Table 3 shows the Asymp value. Sig. (2-tailed) of 0.913 which is greater than 0.05. This means that the data in this study are normally distributed. So that the assumption of normality in the regression model has been met. Furthermore, the results of the classical linearity assumption test are shown in table 4 below.

Table 4. Linearity Test

			Sum of Squares	df	Mean Square	F	Sig.
Learning outcome* Reading Interest	Between Groups	(Combined)	2523.364	18	140.187	3.200	0.078
		Linearity	1502.882	1	1502.882	34.309	0.001
		Deviation from Linearity	1020.482	17	60.028	1.370	0.368
	Within Groups		262.826	6	43.804		
	Total		2786.190	24			

Table 4 shows the value of Deviation from Linearity Sig. of 0.368 which is greater than 0.05. This means that there is a significant linear relationship between reading interest and learning outcomes of the mathematics education profession. So that the assumption of linearity in the regression model has been met. Furthermore, the data from the classical assumption of heteroscedasticity can be seen in table 5 below.

Table 5. Heteroscedasticity Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.269	4.092		2.999	0.006
	Reading Interest	-0.091	0.060	-0.302	-1.520	0.142

a. Dependent Variable: Abs_RES

Table 5 shows the value of sig. of 0.142 is greater than 0.05 then there is no symptom of heteroscedasticity in the regression model. So that the classical assumption of heteroscedasticity is met. Furthermore, the results of a simple linear regression analysis as shown in table 6 below.

Table 6. Simple Linear Regression Test

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant)	28.849	8.362			3.450	0.002
	minat	0.637	0.123	0.734		5.190	0.000

a. Dependent Variable: hasil

In table 6 the value of sig. of 0.00 is smaller than 0.05 then there is a significant influence of student interest in reading on the learning outcomes of students' educational professions. Furthermore, the results of the analysis to see the magnitude of the influence of reading interest on the learning outcomes of the educational profession as shown in table 6 below.

Table 6. Nilai R Square

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.734 ^a	0.539	0.519	7.46967

a. Predictors: (Constant), minat

Based on table 6, the R square value is 0.539, which means that the influence of reading interest on the learning outcomes of the educational profession is 53.9% and 46.1% of the learning outcomes of the educational profession are influenced by other variables not examined in this study.

2. Discussions

The availability of reading books is one of the driving factors for the choice of reading materials and interest in reading. An adequate and varied reading variety will greatly assist students in increasing interest in reading. The availability of relatively complete and perfect campus library facilities and the ease of borrowing are major factors that encourage students' interest in reading.

Hypothesis testing using simple linear regression analysis technique. The test results show a significance value of 5.190 (regression / t test) A significance value of $0.000 < 0.050$ which indicates that reading interest is very significant for the learning outcomes of the educational profession. This shows that educational learning outcomes can be influenced by reading interest. So that reading interest is a factor from outside of students that can decrease or increase in learning.

Based on the descriptive analysis, it is known that the students' reading interest in the very poor category is 0%, the less and enough categories are 20%, the good category is 48%, and the very good category is 12% so it can be seen that the students' reading interest level is in the good category. Likewise with the variable of student learning outcomes in the very good category, amounting to 32%, students in the good category amounting to 56%, no students in the sufficient and lacking category, and students belonging to the less category amounting to 12% so that it can be seen that the level of learning outcomes of the educational profession is in the good category. The learning activities, it is possible that certain interests will affect student learning outcomes.

Then the prerequisite tests carried out are normality test, linearity test and heteroscedasticity test. Through the calculation, it is known that the residual data is normally distributed with the value of sig. $0.913 > 0.05$, both variables have a linear attachment of 0.144 which is greater than 0.05 (0.144 0.05), while the heteroscedasticity test obtained a sig value. $0.145 > 0.05$ which means there is no heteroscedasticity. So that the classical assumption test is met to be able to proceed with a simple linear regression test.

Based on the results of simple linear regression analysis obtained $Y = 28.849 + 0.637X$. The constant of 28,849 means that if the interest in reading (X) is zero (0), then the learning outcomes of the educational profession (Y) are positive 28,849. The X regression coefficient of 0.637 states that for every additional 1 value in reading interest (X), the value of learning outcomes for the educational profession increases by 0.637. This coefficient is positive, meaning that there is a positive relationship between interest in reading and the learning outcomes of the educational profession, the higher the reading interest of students, the higher the learning

outcomes of the educational profession. Value of Sig. the regression test shows the results of 0.000 which is smaller than 0.05 ($0.00 < 0.05$), which means that the effect is significant.

From this description, it can be explained that reading interest contributes to the learning outcomes of students' educational professions. Therefore, students who have a high interest in reading will get high learning outcomes for the educational profession, and vice versa if students have a low interest in reading, they will also get low learning outcomes for the educational profession. This is in accordance with the opinion of (Nurdin, 2011; Sari et al., 2020) which states that related to learning activities, it is possible that certain interests will affect student learning outcomes. This is reinforced by the opinion of (Mulyati, 2004; Noviyanti et al., 2019) which states that interest makes a big contribution to learning success. The more a student reads, the wider his knowledge and insight will be.

The knowledge and insight possessed by students will support the learning process. Students whose reading interest is high, their knowledge will be high so that their learning outcomes will be good. Vice versa, if reading interest is low, then the knowledge possessed is lacking so that it will have an impact on low student learning outcomes.

This is evident from the results of hypothesis testing which states that H_0 is rejected and H_a is accepted. H_a accepted in this study are: there is a positive and significant influence between reading interest on the learning outcomes of the teaching profession of students in the mathematics education study program.

E. Conclusion

Based on the results of testing and analysis, it can be concluded that the learning outcomes of the educational profession students of the mathematics education study program during distance learning are in the good category with an average variable value of 71,548. Furthermore, the reading interest of students in the mathematics study program who programmed educational profession courses was in the medium category with an average variable value of 67.05 and included in the good category. This means that students' reading interest has a positive effect on student learning outcomes. This means that the higher the student's reading interest, the learning outcomes of the student's educational profession will increase.

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