Influence of Reading Interest and Emotional Intelligence on Learning Outcomes

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Abstract: *This study aims to determine the influence of reading interest and emotional intelligence together on the learning outcomes of Indonesian both partially and simultaneously. This type of research is correlational quantitative because the research results will be calculated with statistical figures. The population in this study were all 168 students of class XI at State High School 1 Panggang. Based on the Slovin formula, the number of research samples is 119 respondents. The sampling technique uses simple random sampling or random. The data collection technique uses a questionnaire, namely a questionnaire of reading interest and emotional intelligence, as well as documentation to determine students' Indonesian language scores. The data analysis technique in this study used multiple regression analysis. Based on the analysis and discussion of the research results, the following conclusions can be drawn: (1) interest in reading influences the learning outcomes of Bahasa students in class XI at State High School 1 Panggang. (2) emotional intelligence influences the results of learning Indonesian for class XI students at Panggang 1 Public High School. (3) There is an influence of interest in reading and emotional intelligence together on the results of learning Indonesian for class XI students of State High School 1 Panggang.*

Keywords: *Reading Interest, Emotional Intelligence, Learning Outcomes.*

Introduction

The quality of education in Indonesia is currently considered less than optimal (Murtadlo, 2016). As an illustration, based on the results of the 2018 Program for International Student Assessment (PISA) survey published in March 2019, Indonesia was ranked 74th out of 79 countries participating in the ranking. Indonesia's score is low in reading, science, and mathematics.

This fact leads to the fact that the quality of education in Indonesia is still relatively poor in the eyes of the world. Indonesia's position at the world level regarding system and quality still needs to reach the best ranking and requires a lot of improvement (Sudrajat et al., 2020). Based on this phenomenon, ideally, every school can continue to optimize student learning outcomes in all subjects. One effort can be made to study various factors affecting student learning outcomes.

As one of the compulsory subjects in schools, Indonesian also needs attention so that student learning outcomes are high (Sobandi, 2017). This must be done considering that sometimes students are only concerned with particular subjects, such as mathematics and English (Satrianawati, 2012). Students learning outcomes in Indonesia are influenced by various factors (Sahrihatin, 2020). According to (Winkel, 2009), external elements influence learning achievement, including the natural environment, society, culture, curriculum, programs, facilities, and teachers (Haryanti, Hasanah, et al., 2022). Internal elements include physiological and psychological aspects, including the condition of the five senses, interests, intelligence, motivation, talents and cognitive abilities. The description shows that many factors influence learning achievement, but this study only focuses on two factors: interest in reading and emotional intelligence (Khasanah, 2022).

One of the factors that come from within that influences student learning outcomes is interest in reading (Haryanti, Muhibbudin, et al., 2022). According to (Jumatriadi, 2019), interest in reading is an activity to read without being told (Putri & Heriyudanta, 2021). Interest in reading plays a vital role in determining student learning outcomes because this will help students understand the various materials taught by the teacher (Jamil & Aprilisanda, 2020). (Wahyuni, 2022) explains something that students are more interested in: these students will focus more attention than other students because the intensive focus on the material allows these students to study harder and achieve better learning outcomes. Firdiyani & Fahmi's research proves that there is a positive influence between reading interest and student learning outcomes (Firdiyani & Fahmi, 2022).

Another factor related to students' learning outcomes in Indonesian is emotional intelligence. (Goleman, 2005) suggests that a pleasing EQ can determine academic achievement, build career success, develop harmonious husband-wife relationships, and reduce

aggressiveness, especially among adolescents. Firdiyani Fahmi's research proves a positive influence between emotional intelligence and student learning outcomes.

Based on a preliminary study of 11th-grade students at Panggang 1 Public High School, some students still need to improve their learning outcomes in the Indonesian language subject. They are generally less interested in reading, including Indonesian language subject matter. They are generally moved to read if asked by the teacher. In addition, some students still have difficulty controlling their emotions, so sometimes they fight with their friends.

Method

This type of research is correlational quantitative research because the results will be calculated with statistical figures. According to (Fitri & Haryanti, 2020), correlation or correlational research is research conducted by researchers to determine the level of relationship between two or more variables without making changes, additions or manipulation of existing data. Correlational research aims to investigate the extent to which variations in a factor are related to variations in one or more other factors based on the correlation coefficient (Haryanti, Anwar, et al., 2022). Correlation means reciprocity.

The population is the generalization area consisting of objects/subjects with specific quantities and characteristics determined by researchers to be studied and then concluded (Creswell, 2019). So, the population is not only people but also other natural objects. The population is not just those in the object/subject being studied but includes all the characteristics/traits that the subject or object possesses. The population can also be defined as the total number of observations concerning researchers, both finite and infinite (Sugiyono, 2015). The population in this study were all 168 students of class XI at State High School 1 Panggang. Based on the Slovin formula, the number of research samples is 119 respondents. The sampling technique uses simple random sampling or random.

The data collection technique uses a questionnaire, namely a questionnaire of reading interest and emotional intelligence, as well as documentation to determine students' Indonesian language scores. The data analysis technique in this study used multiple regression analysis (Ikhwan, 2021).

Result and Discussion

To determine the effect of each independent variable on the dependent variable, the t-test is used with a significance level of 5%.

Table 1. Multiple linear regression analysis t test results

Coefficients[a]

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	-9,670	15,820		-,611	,542
	X1	,679	,170	,336	4,002	,000
	X2	,496	,166	,250	2,981	,004

a. Dependent Variable: Y

Source: processed data, 2023

Based on the table above, the first hypothesis reads, "Interest in reading has a positive and significant effect on the learning outcomes of Indonesian students in class XI, State High School 1 Panggang". The results of the analysis show that the t-value is 4.002 (positive) with a significance of 0.000, meaning the p-value (sig.) < 0.05. Based on the calculated t value, the proposed hypothesis is accepted and significant, so it can be concluded that reading interest has a positive and significant effect on learning outcomes in Indonesia.

The second hypothesis reads, "Emotional intelligence has a positive and significant effect on the results of learning Indonesian for class XI students of State High School 1 Panggang". The results of the analysis show that the t-value is 2.961 (positive) with a significance of 0.004, meaning that the p-value (sig.) < 0.05. Based on the calculated t value, it shows that the hypothesis proposed is accepted and significant, so it can be concluded that emotional intelligence positively and significantly affects learning outcomes in Indonesia.

The magnitude of the contribution of reading interest and emotional intelligence to learning outcomes can be seen in the table below.

Table 2. Results of the coefficient of determination of multiple linear regression analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,445[a]	,198	,184	13,332

a. Predictors: (Constant), X2, X1

Source: processed data, 2023

The multiple linear regression analysis results obtained the price of Ry-123 = 0.445 and the determinant coefficient (R2) = 0.198. The influence of the independent variables on reading interest and emotional intelligence, together with the dependent variable on learning outcomes, is R2 = 0.198 x 100% = 19.8%, while the influence outside the variables studied is 100% - 19.8% = 80.2 %.

To test the third hypothesis, "Reading interest and emotional intelligence have a positive and significant effect on the results of learning Indonesian for class XI students of Panggang 1 Public High School, " an F test is performed on multiple linear regression analysis.

Table 3. F test results of multiple linear regression analysis

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5093,224	2	2546,612	14,327	,000b
	Residual	20618,642	116	177,747		
	Total	25711,866	118			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Source: processed data, 2023

The results of data analysis also obtained a value of Fcount = 14.327 with a significance of 0.000, meaning the p-value is Sig. <0.05 so that reading interest and emotional intelligence positively and significantly affect learning outcomes in language.

Analysis of the Effect of Reading Interest and Emotional Intelligence on Learning Outcomes

The results of this study show that reading interest has a positive and significant effect on learning outcomes in Indonesian. Interest in reading is an impulse that arises and a great desire in humans that causes them to pay attention with pleasure in reading activities to direct someone to read on their own accord (Muhyidin, 2018). Based on the results of these studies, interest in reading has been good. Complete reading sources or reading facilities at school or home can generate interest and attention from students to read, which will improve student learning achievement (Nurrita, 2018). So, suppose a student has a great interest in a field of study. In that case, he will focus more attention than his friends because of the intensive focus on the material that allows the student to study harder and ultimately achieve high achievement in that field of study.

The results of this study indicate that emotional intelligence has a positive and significant effect on learning outcomes in Bahasa. Emotional intelligence is one of the most critical factors in the learning process to achieve maximum performance (Purwandari et al., 2022). With emotional intelligence, students are expected to build a commendable attitude from the heart and mind (Thohari et al., 2006). The emotional intelligence possessed by students can be shown by students being able to recognize their own emotions; for example, students can recognize, feel, and even name their own emotions that are felt when these emotions appear (Novianty, 2016). Understanding the causes of feelings that arise, that is, after students can recognize and feel their own emotions, they can also find and even understand the causes of their emotional feelings.

The results of this study indicate that reading interest and emotional intelligence have a positive and significant effect on Indonesian learning outcomes. Many factors influence learning achievement. These factors come from within the student (internal) and from outside the student (external) (Sahrihatin, 2020). Internal factors include psychological and physiological factors, while external factors include environmental and instrumental factors (Rozi et al., 2021). Psychological factors consist of talents, interests, intelligence, motivation, and cognitive abilities, while physiological factors consist of physical conditions or conditions of the five senses (Aspian, 2018). Environmental factors include the natural and social environments, while instrumental factors include curriculum, learning materials, teachers, evaluation tools, infrastructure, administration or school management (Laras & Rifai, 2019).

High interest in reading has implications for a person's intelligence and insight; there will be a difference between someone who reads many books and someone who does not read books, namely from how that person solves problems and speaks (Teni, 2021). Emotional intelligence will influence a person's attitude and behaviour (Rahmawati et al., 2018). A student will be significantly influenced by his Emotional Intelligence in the learning process. If students can control themselves, they will not be disturbed by their surroundings, so they will concentrate on the lesson.

Conclusion

Based on the results of the analysis and discussion of the research results, several conclusions can be drawn as follows: There is an

influence of reading interest on the results of learning Bahasa in class XI students of State High School 1 Panggang, there is an influence of emotional intelligence on learning outcomes of Bahasa in class XI students of State High School 1 Panggang, there is an influence of interest in reading and emotional intelligence together on the learning outcomes of Bahasa Class XI Students of State Senior High School 1 Panggang.

Acknowledgements

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