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The Effect of Reading Interest, Learning Discipline, and Learning Motivation on Student Learning Outcomes

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Abstract

This study aims to determine the effect of reading interest, learning discipline, and learning motivation on student learning outcomes. This type of research is quantitative. The sample in this study was students in 2019, 2020, and 2021. The instrument used in this study was a questionnaire with a Likert scale. The data collection technique used is a questionnaire to obtain primary data. Data analysis in this study used Path Analysis using the SPSS program. The results of this study indicate that there is a positive influence on reading interest, learning discipline, and learning motivation on student learning outcomes.

Keywords: *Reading Interest, Learning Discipline, Learning Motivation, and Learning Outcomes*

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1. Introduction

1.1. Background

Education is an effort, process, and activity in which a person thinks for a good future of education. Education is very important in the role of humans, which means determining a person's behavior is through education. In addition, education has an effort for someone who has the expertise and skills for the demands of a developing country. In other words, a qualified person will become responsible for an education that increasingly plays a role in displaying his expertise and skills. A good learning process is a learning process that will ultimately produce optimal learning outcomes. To achieve optimal results, students must be active in learning by developing their knowledge and skills.

According to Law no. 20 of 2003 concerning the National Education System states that: National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

Education can cause changes in a person when someone is focused on learning and developing himself and under the goals of education. Education has a goal to be able to develop a person's knowledge and skills to implement the potential he has in himself in social life. Everyone is certainly doing the activity and hopes that it will be successfully achieved. In college, serious students will hope to be successful in following their studies. To realize this expectation,

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students must of course obtain high learning outcomes according to the target. By obtaining high learning outcomes, it can be said that students have been successful in learning. But, if someone's learning outcomes are not satisfactory it will make someone not ready to study in college. Learning outcomes or student achievement can be seen from the achievement of competencies that have been mastered. However, to get good learning outcomes is not easy and requires a very optimal effort over and over again. There are two factors related to learning outcomes, namely, internal and external factors of students. Internal factors are factors that come from students' personalities such as intelligence, talent, interest/attention (especially in reading), motivation, discipline, learning methods, and physical health. Meanwhile, external factors come from outside the student's personality such as school, learning equipment, and learning environment (natural environment, family, community, and school environment). Learning outcomes or student achievement can be seen from the achievement of competencies that have been mastered. However, to get good learning outcomes is not easy and requires a very optimal effort over and over again.

In learning activities, students can be said to be successful in learning by going through learning outcomes tests, both in writing and oral. In everyday life, education can be obtained from the family environment (informal education), the school environment (formal education), and the community environment (non-formal education). Formal education is education in schools that is obtained regularly, systematically, in stages, and by following clear conditions. As formal educational institutions, schools that are born and develop effectively and efficiently from and by as well as for the community, are instruments that are obliged to provide services to the younger generation in educating citizens. The level of formal education in Indonesia consists of basic education, secondary education, and higher education.

A person's interest is divided into two, namely, innate interest and interest that arises due to external influences. Innate interest is interest that arises without being influenced by other factors, be it environmental factors or needs. This innate interest is usually influenced by heredity or natural talent. Meanwhile, interests that arise due to outside influences are interests that can change from outside the individual such as the environment and needs. This interest can be influenced by the environment, parental encouragement, and habits. Learning activities carried out by a person to achieve good learning outcomes and achievements can be influenced by several factors, namely internal and external factors. A student who studies in college, of course, his learning activities can never be separated from reading books. This reading activity is very important for students to help master the subjects they take. Reading books is not just reading handbooks given by lecturers, but a student must have the initiative to read other books that are relevant to taxation subjects to gain broad knowledge about the course material. If students have an interest in reading books, not just one reference, it will improve their learning outcomes. A student's reading interest has a very big influence on a student's learning outcomes, because with a high enough reading interest one can understand the essence of science to the fullest. On the other hand, if you have a low interest in reading, the intellectual abilities of a student will be less honed.

Given that education is very important, this must be done as well as possible to get the expected results to be successful. Learning in a disciplined way will avoid being lazy in learning. Discipline is the key to success. Learning discipline is a condition that is created through a behavioral process to get changes in behavior and the results of experience. Discipline behavior certainly does not grow by itself, but requires awareness from ourselves. Learning discipline will not be created if students do not have self-awareness of learning. With discipline, students will be sure that they will provide great benefits as evidenced by their actions. Therefore, discipline is needed to improve student achievement in learning. Activities in learning, students should be followed in an orderly/disciplined manner, namely by not procrastinating the tasks given by the lecturer. Students are instilled with discipline to create a sense of responsibility so that their learning achievement increases. Learning activities wherever and whenever students should carry out them regularly and with high concentration.

A good learning process makes it easier for students to quickly understand what has been taught. And motivation of learning is very important to achieve effective learning. mental factors that drive and direct human behavior, including learning behavior. In motivation, there is a desire that activates, moves, distributes, and directs the attitudes and behavior of individual learning. Motivation will make students enthusiastic in learning so that students can easily understand. Kotera (2021) states that the theory of motivation is divided into three, namely, the achievement motive, the affiliation motive, and the power motive. Motivation is the driving force in a person from something that he likes and it will be able to create a spirit of learning so that the goal to succeed from learning can be achieved. Learning motivation

is one of the important factors in learning. Learning motivation is a non-intellectual psychological factor. Learning motivation can be divided into two types, namely intrinsic and extrinsic. Intrinsic motivation comes from within a person and extrinsic motivation comes from someone, namely the teacher. A teacher must be able to grow and develop these two motivations to create a person's learning process well. Someone who has high motivation will succeed in learning and get very few mistakes in learning. If students have the motivation to learn, it will give us enthusiasm and pleasure to learn. Students are said to be successful if they have a will to learn.

A good way of learning is not born from certain people, but a good way of learning is something that anyone can have by trying exercises. With us having good study habits, it will produce satisfactory results as well.

The problem, in this case, is how interested the students are in reading, to find out, the researchers made initial observations to find out how interested the students were in reading through a questionnaire. Initial observations were made on 12 students which showed 8 students Strongly Disagree, 2 students Disagree, 1 student Doubtful and 1 student Agree in the statement "Reading is Not Too Important". It can be concluded that most students think that reading is very important to do in lectures or not. And it can also be concluded that most students think that they are more interested in reading on the internet than books.

Based on the description above regarding reading interest, learning discipline, and learning motivation. Therefore, based on this background, the researchers were interested in the title "The Influence of Reading Interest, Learning Discipline and Learning Motivation on Student Learning Outcomes".

1.2. Research Questions

Based on the above background, the formulation of the problem in this study, namely:

1. Does reading interest have a positive effect on student learning outcomes?
2. Does learning discipline have a positive effect on student learning outcomes?
3. Does learning motivation have a positive effect on student learning outcomes?
4. Do reading interest, learning discipline and learning motivation together have a positive effect on student learning outcomes?

1.3. Research Objectives

Based on the research questions above, there are research objectives, including:

1. Knowing that reading interest has a positive effect on student learning outcomes?
2. Knowing that learning discipline has a positive effect on student learning outcomes?
3. Knowing that learning motivation has a positive effect on student learning outcomes?
4. Knowing reading interest, learning discipline and learning motivation together have a positive effect on student learning outcomes?

1.4. Research Benefits

The research results are expected to be useful, namely:

1. Theoretical Benefits

This research is expected to be useful to increase the ability of the importance of the influence of interest in reading, learning discipline, and motivation to learn on student learning outcomes.

2. Practical Benefits

a. For Students

This research is expected to increase knowledge and information about the importance of reading interest, learning discipline, and learning motivation.

b. For Researchers

This research is expected to add insight and as a reference for other researchers in conducting further research.

2. Literature Review

2.1. Supporting Theory

2.1.1. Reading Interest

A person's interest is undeniably powerful. When we are interested in someone, we will do something that will benefit that individual. According to Shintia (2021), "interest is a permanent inclination to pay attention and recall some actions." Lecturers must be able to pique their students' attention in order for them to master the content included in their field of study by employing positive attitude-building techniques.

Pleasure in someone causes interest, which is maintained by a person's good attitude; on the other hand, dissatisfaction in someone hinders learning because it does not give birth to a positive attitude and does not foster interest in learning. Ama (2021) defines interest as "a high inclination and excitement or a tremendous desire for something" in his book *Psychology of Education*. If someone has a strong desire or interest in something, they will go to any length to fulfill that want.

Someone can be pleased doing something they are interested in. According to the Big Indonesian Dictionary, interest is a strong emotional attachment to something, attentiveness, or liking. According to Muhassin (2021), interest has the power to create a stimulus that urges us to pay attention to someone, an item or activity, or something that can alter the experience that the activity has generated. Interest is a sense that a person has when he likes something. This is a success that can be accomplished. Interest motivates a person to do great things in life, regardless of the barriers.

Suila (2021) defines reading interest as a strong desire accompanied by one's attempts to read. Someone who has a strong interest in reading will show it via his willingness to obtain reading material and then read it on his own or with encouragement from others.

Reading interest is also a feeling of pleasure in a person for reading because he believes that reading will help him.

According to Vuong (2021) argue that reading interest is influenced by two groups, namely the personal factor group and the institutional factor group.

- a. Personal factors are factors that come from within the individual itself such as age, gender, intelligence, reading ability, attitude, psychological needs.
- b. Institutional factors are factors that come from outside the individual itself such as the availability of books, socioeconomic status, and the influence of parents, peers, and lecturers.

Interest in reading does not appear by itself to students, but this interest must be formed. This formation is due to an impulse that encourages the birth of behavior that leads to the achievement of a goal. So from the opinion above it can be concluded, interest in reading is influenced by two factors as follows:

- a. Internal factors, namely factors that come from within the individual itself, such as intelligence, language knowledge possessed, individual basic needs, gender, psychological factors, and so on.
- b. External factors, namely factors that come from outside the self, such as socioeconomic family, school environment, peer influence, and so on.

2.1.2. Learning Discipline

Learning is a positive activity to gain knowledge. In learning, we must focus on being able to achieve success. Lots of people study hard, but get nothing. It is caused by irregular learning, undisciplined, lack of enthusiasm, not knowing how to concentrate in studying, insufficient rest, and lack of sleep (Quinlan, 2021).

In the learning process, discipline is one of the most important factors that determine success, including in terms of education. Learning discipline is a condition that is created and formed through the process of a series of a person's behavior by the rules or regulations to obtain a new behavior change as a result of his own experience in interaction with his environment.

Discipline behavior will not grow by itself in a person, of course, there needs to be self-awareness, practice, habits, and also punishment. For students, learning discipline will also not be created if the student does not have self-awareness. Students will consider discipline in learning to be important in their lives. Discipline needs to be started as early as possible, starting from the habit of daily activities that must be carried out promptly so that they will get used to doing these activities on an ongoing basis.

Discipline in learning is very necessary, if a person can discipline himself, then he can live regularly and do assignments on time so that he will not experience difficulties when facing lessons. Discipline (Downie, 2021) is a prerequisite for the formation of a disciplined attitude, behavior, and life order that will lead a student to be successful in learning and the future when working.

According to Mukhasin (2021) “that the term discipline as obedience and that arises because of the awareness and encouragement in the person”. The reason for the importance of learning discipline for students as stated by Nisak (2021), is that learning discipline is a way for students to be successful in learning and later when working.

According to wulanjari (2021) “discipline is something that relates to a person’s self-control over the forms of rules in which the rules are applied by the person concerned or from outside”. According to Shintia (2021) “For students to learn more advanced, students must be disciplined both at school, at home, and in the library”

2.1.3. *Motivation to Learn*

According Lee Y Chung (2021) argues that motivation is the conditions or circumstances that activate or encourage beings to behave to achieve the goals caused by the motivation.

According to Abbas (2021, motivation and learning are two things that influence each other. Learning motivation is a learning behavior carried out by the learner.

Learning motivation is a learning behavior that is certainly carried out by students to achieve the success of their goals. The essence of learning motivation is the encouragement that can be obtained from internal and external to students who are diligently studying to make changes in behavior, generally with several indicators or supporting elements.

Motivation can be divided into two, namely extrinsic and intrinsic motivation. Extrinsic motivation is doing something to get something else (a way to achieve a goal). Intrinsic motivation is the internal motivation to do something for the sake of something itself Salim (2021). Learning activities can never be separated from learning activities, therefore activities have an important role in learning. If there is no activity in learning, then learning activities will not run well and learning objectives will not be achieved

2.1.4. *Learning Outcomes*

Activities of learning and teaching are targeted at learning outcomes, if the method, process, and motivation of learning are carried out properly, it is hoped that the learning outcomes will also be good. According to Wererle (2021), learning outcomes are patterns of actions, values, understandings, and attitudes, as well as apperception and abilities. According to Marcus (2021), Benjamin S. Bloom’s theory divides learning outcomes in outline, through three domains, namely the cognitive domain, affective domain, and psychomotor domain. The result of learning mathematics is the value obtained by students through the evaluation of the subject matter after the learning process.

According to Esra (2021), learning outcomes are overall learning achievements, which are indicators of basic competencies and the degree of change in behavior in question. Cifuentes (2021), says that learning outcomes are actions that are carried after learning tasks. Learning outcomes are influenced by several factors, including;

- a. The amount of effort devoted by children to achieve learning outcomes, meaning that the amount of effort is an indicator of motivation.
- b. Children’s intelligence and initial mastery of the material to be studied, meaning that lecturers need to set learning goals according to the child’s intellectual capacity and achievement of learning objectives needs to use apperception materials, namely what children have mastered as a stepping stone to master the new subject matter.
- c. The opportunity given to students means that lecturers need to design and manage learning that allows children to be free to explore their environment.

Regarding the learning outcomes achieved by students through the optimal learning process, it must have the following characteristics:

- a. Satisfaction and pride can lead to intensive learning motivation.
- b. Increase confidence in his abilities.
- c. The overall learning outcomes obtained by students include the cognitive, affective, and psychomotor domains.
- d. The ability of students to control, to assess, and control themselves, especially in assessing the results they have achieved as well as assessing and controlling their learning processes and efforts.

So, what is meant by learning outcomes is the ability of someone diligent, both knowledge (cognitive), attitude (affective), and skills (psychomotor) all of which are obtained through the teaching and learning process.

2.2. Theoretical Framework and Hypotheses Development

2.2.1. Theoretical Framework

Research conducted by (Putra, 2020) with the title “The Influence of Reading Interest, Learning Discipline and Learning Motivation on Student Learning Outcomes in Business Mathematics Courses at the Management Study Program at Putra Indonesia University, Yptk Padang”. Based on the results of data processing using the SPSS version 16.0 program, it can be seen that the effect of the variable interest in reading on learning motivation variables Path coefficient $PX1X3 = 0.382$, this = 4.152 with a significant of $0.000 < 0.05$. From this calculation, it can be seen that the path coefficient of reading interest has a significant effect on learning motivation. It means that increasing reading interest scores can increase learning motivation scores and the effect of learning discipline variables on learning motivation. The path coefficient $PX2X3 = 0.212$, this = 2.305 with a significance of $0.023 < 0.05$. From this calculation, it can be seen that the coefficient of the learning discipline path has a significant effect on students’ learning motivation. It means that increasing learning discipline scores can increase students’ learning motivation scores.

Then this research was carried out by Al Musafiri (2016). Based on the SPSS output, the correlation coefficient of reading interest variable on student learning outcomes of Islamic Counseling Guidance at the Islamic Institute of Islamic Religion Darussalam Blokagung (R) = 0.470. It means that the variable of reading interest has a positive influence. The coefficient of determination (R -square) is 0.212 or 21.2%, meaning that the variable of reading interest can explain changes in student learning outcomes of Islamic counseling guidance students by 21.2%. Meanwhile, from the F test, it is obtained that the calculated F is 5.612 and the significance is 0.007 or 7%, much larger than, which is 0.050 or 5%. So, the positive effect is significant.

Furthermore, this research was carried out by Rina Novianty with the title “The Effect of Learning Discipline on Student Learning Outcomes in Research Methodology Courses”. Based on the results of data processing, the regression coefficient value of student learning discipline (X) is 1.346, with a significance level of 0.003 which is stated to be smaller than the 0.05 confidence level ($0.003 < 0.05$) so it can be concluded that the student learning discipline variable (X) has an influence which is positive and significant on student learning outcomes (Y) Islamic economics study program IAIN Bone in the research methodology course. Thus, it can be concluded that the hypothesis proposed in this study is accepted.

Then this research was carried out by Rasdjo Dedi, Angga Sucitra Hendrayana, Erin Erisyani, Nana Setiana with the title “The Influence of Learning Motivation, Learning Styles, and Learning Independence on Learning Outcomes of Undergraduate Students with Undergraduate Inputs at Upbjj Ut Bandung”. Causal relationship in the structural model consisting of three independent variables, namely Learning Motivation ($X1$), Learning Style ($X2$), and Learning Independence ($X3$) on the dependent variable Student Learning Outcomes (Y). To analyze this effect, path analysis is used which is estimated using the SPSS and LISREL program applications.

2.2.2. Hypotheses Development

Knowing the theoretical framework above, it can be described the hypothesis (research paradigm) as follows:

H_1 : There is an influence of reading interest on student learning outcomes

H_2 : There is an influence of learning discipline on student learning outcomes

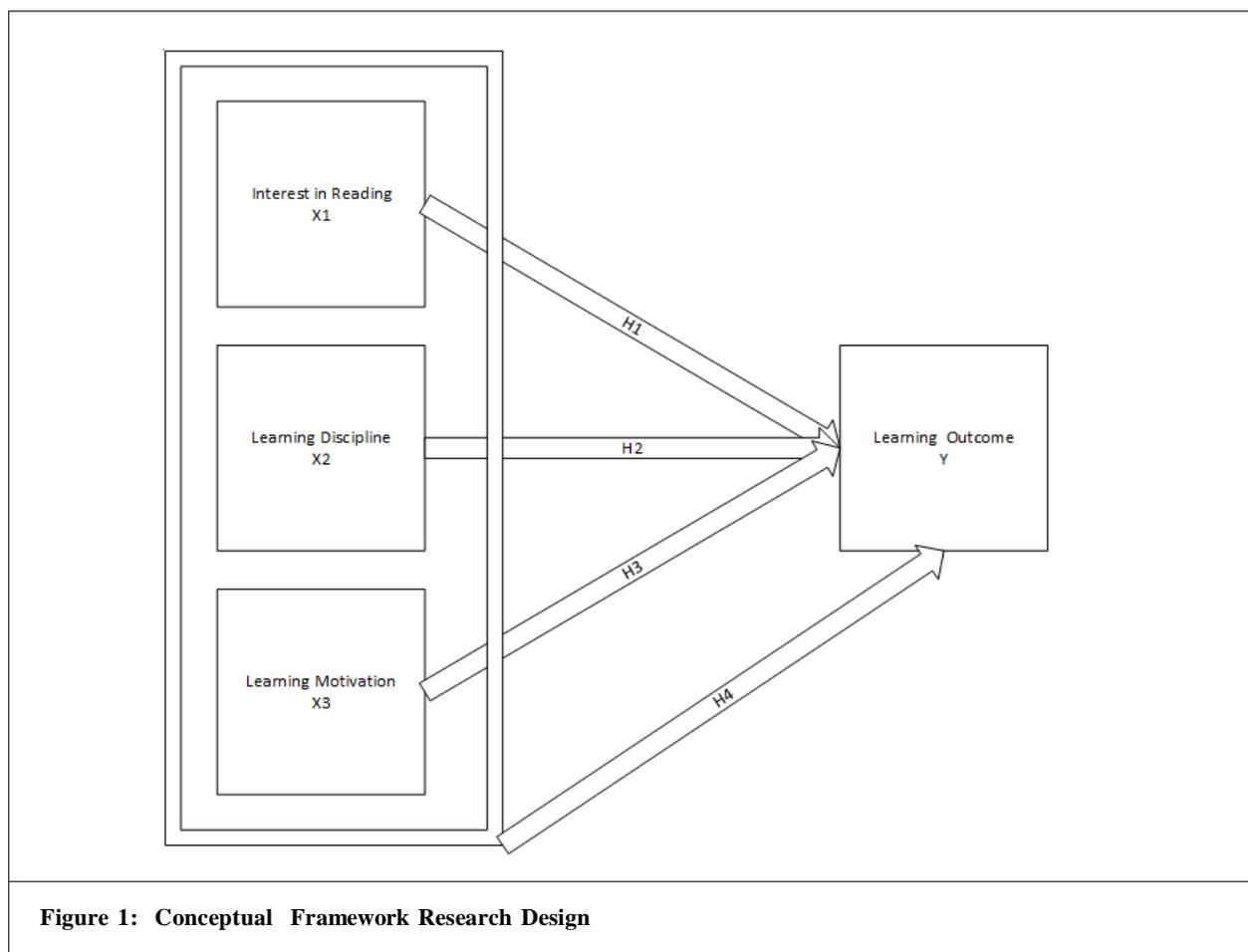
H_3 : There is an influence of learning motivation on student learning outcomes

H_4 : There is an influence of reading interest, learning discipline, and learning motivation on student learning outcomes

3. Research Methods

3.1. Research Time and Place

Based on observations, the location of this research is at the State University of Jakarta, Jalan Rawamangun Muka Raya No. 11 Rt. 11/Rw. 14, Rawamangun, Pulo Gadung District, East Jakarta. This research was conducted from October to December 2021.



3.2. Research Design

This research is a type of quantitative research to test the hypothesis that has been formulated previously between reading interest, learning discipline, learning motivation on student learning outcomes. This research was obtained directly from respondents who filled out the questionnaire. Quantitative research is research that emphasizes testing theories through measuring research variables with numbers and analyzing data using statistical procedures.

3.3. Population and Sample

3.3.1. Population

The population is the whole object of research or the totality of the subject group, whether human, value symptoms, objects to events that are the source of data for a study. The population of this study is all students in 2019, 2020, and 2021, not only Jakarta State University students and there are no special provisions for studying the specified courses.

3.3.2. Sample

The sample is part of the population whose characteristics are to be studied. The sampling technique used was simple random sampling where this sampling technique was used because more than 100 subjects filled out the questionnaire.

3.4. Research Instruments

The research instrument used in this study was a questionnaire with a Likert scale. According to Awang (2016), the Likert scale is a scale that contains five levels of answers regarding the respondent's agreement with the statement or statement put forward before the answer options that have been provided.

3.5. Data Collection Techniques

In this study, the data collection technique used was a questionnaire to obtain primary data. This questionnaire is presented in the form of questions related to the variables X1 (Interest in Reading), X2 (Learning Discipline), X3 (Learning Motivation) on the Y variable (Learning Outcomes) in students at the State University of Jakarta and other Universities.

3.6. Data Analysis Techniques

Technique The data analysis used in this study was using the SPSS program, using descriptive analysis, inferential analysis using partial correlation analysis, and regression. Regression analysis is used to find the relationship between the variable (X) the variable (Y). Then, the hypothesis was tested using the *t*-test (partial) and the *f*-test (simultaneous).

4. Results and Dsicussion

4.1. Descriptive Statistical Analysis

Table 1 : Descriptive Statistics					
Statistics		X1	X2	X3	Y
N	Valid	100	100	100	100
Missing		0	0	0	0
Mean		26.14	25.64	26.70	25.54
Std. Error of Mean		0.341	0.279	0.365	0.300
Median		26.00	26.00	26.00	26.00
Mode		<u>24</u>	28	27	23
Std. Deviation		3.408	2.787	3.647	<u>2.996</u>
Variance		11.617	7.768	13.303	<u>8.978</u>
Skewness		-0.069	-0.274	0.663	0.068
Std. Error of Skewness		0.241	0.241	0.241	0.241
Kurtosis		-0.321	-0.081	0.754	-0.608

4.1.1. Description of Variable Data

The description of the statistical data above consists of range (*R*), minimum value, maximum value, mean, standard deviation, skewness, and kurtosis.

Table 2 : Descriptive Statistics					
Statistics		X1	X2	X3	Y
Range		17	14	20	14
Minimum		18	18	18	19
Maximum		35	32	38	33
Sum		2614	2564	2670	2554
Percentiles		24.00	24.00	24.00	24.00
	50	26.00	26.00	26.00	23.00
	75	28.75	28.00	28.00	26.00

4.2. Hypothesis Testing

4.2.1. Requirements Analysis

4.2.1.1. Validity Test: It can be concluded that the validity test of X1, X2, X3, and Y with data N = 100 = 0.195 is declared valid. This is declared valid because r count > 0.195 (r table).

Instrument	Pearson Correlation	R Table 5%	Description
X1.1	0.560	0.195	Valid
X1.2	0.408	0.195	Valid
X1.3	0.348	0.195	Valid
X1.4	0.229	0.195	Valid
X1.5	0.294	0.195	Valid
X1.6	0.245	0.195	Valid
X1.7	0.400	0.195	Valid
X1.8	0.236	0.195	Valid

Instrument	Pearson Correlation	R Table 5%	Description
X2.1	0.396	0.195	Valid
X2.2	0.232	0.195	Valid
X2.3	0.226	0.195	Valid
X2.4	0.231	0.195	Valid
X2.5	0.239	0.195	Valid
X2.6	0.279	0.195	Valid
X2.7	0.261	0.195	Valid
X2.8	0.514	0.195	Valid

Instrument	Pearson Correlation	R Table 5%	Description
X3.1	0.376	0.195	Valid
X3.2	0.280	0.195	Valid
X3.3	0.234	0.195	Valid
X3.4	0.419	0.195	Valid
X3.5	0.442	0.195	Valid
X3.6	0.335	0.195	Valid
X3.7	0.356	0.195	Valid
X3.8	0.490	0.195	Valid

Table 6: Learning Outcomes (Y)

Instrument	Pearson Correlation	R Table 5%	Description
Y.1	0.200	0.195	Valid
Y.2	0.211	0.195	Valid
Y.3	0.338	0.195	Valid
Y.4	0.210	0.195	Valid
Y.5	0.499	0.195	Valid
Y.6	0.453	0.195	Valid
Y.7	0.314	0.195	Valid
Y.8	0.303	0.195	Valid

4.2.1.2. Reliability Test: It can be concluded, the reliability test against X1, X2, X3, and Y with data N = 32 is declared Reliable. It is declared reliable because the Cronbach Alpha value is > 0.195 (r table).

Table 7: Reliability Statistics

Cronbach's Alpha	N of Items
0.275	32

4.2.1.3. Normality Test: In the Kolmogorov-Smirnov normality test, if the significance value is > 0.05, the residual value is normally distributed. It is declared normally distributed because the significant value in the Kolmogorov-Smirnov normality test is 0.054. So it can be concluded that 0.054 > 0.05 is normally distributed.

Table 8: One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N ^a	100	
Normal Parameters ^b	Mean	0.0000000
	Std. Deviation	2.01434246
Most Differences	Extreme Positive	Absolute 0.074
	Negative	-0.088
Test Statistics	0.088	
Asymp. Sig. (2-tailed)	0.054 ^c	

Note: ^aTest distribution is Normal; ^bCalculated from data; ^cLilliefors Significance Correction.

4.2.1.4. Linearity Test: It can be concluded that the linearity test is carried out if the linearity deviation value is > 0.05, then there is a linear relationship between the independent variable (X) and the dependent variable (Y), with linearity test above X1 0.153 > 0.05, then there is a linear relationship between Reading Interest and Learning Outcomes.

Table 9: ANOVA

			Sum of Squares	df	Mean Square	F	Sig.
Learning Outcomes*	Between Groups	(Combined)	240.189	16	18.476	4.351	.001
Interest Reading		Linearity	165.463	1	165.463	38.968	.000
		Deviation from Linearity	74.726	15	6.227	1.467	0.0153
Within Groups			365.171	83	4.246		
Total			605.360	99			

Table 10: ANOVA

			Sum of Squares	df	Mean Square	F	Sig.
Learning Outcomes *	Between Groups	(Combined)	123.559	14	12.456	4.351	.000
Learning Discipline		Linearity	86.382	1	86.382	38.968	.000
		Deviation from Linearity	38.178	13	4.243	1.467	0.631
Within Groups			480.801	85	5.402		
Total			605.360	99			

It can be concluded that the linearity test is carried out if the linearity deviation value is > 0.05 , then there is a linear relationship between the independent variable (X) and the dependent variable (Y), with linearity test above X2 $0.631 > 0.05$, then there is a linear relationship between Learning Discipline and Learning Outcomes.

Table 11: ANOVA

			Sum of Squares	df	Mean Square	F	Sig.
Learning Outcomes*	Between Groups	(Combined)	128.141	18	6.086	.633	.000
Learning Motivation		Linearity	9.153	1	.002	.403	.000
		Deviation from Linearity	109.537	17	6.443	.670	0.075
Within Groups			477.219	81	9.621		
Total			605.360	99			

It can be concluded that the linearity test is carried out if the linearity deviation value is > 0.05 , then there is a linear relationship between the independent variable (X) and the dependent variable (Y), with linearity test above X3 $0.075 > 0.05$, then there is a linear relationship between Learning Motivation and Learning Outcomes.

4.2.1.5. Autocorrelation Test: It can be concluded that the autocorrelation test performed above is known if $k=3$, $d=1,632$, $dl=1,502$, $du=1,582$. By looking at the dDurbinWatson table above, $a = 5\%$, $dl < d < 4-du$, it can be concluded that $1.582 < 1.632 < 2.418$, so there is no autocorrelation.

Table 12: Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.580 ^a	0.336	0.316	2.04557	1,632

Note: ^aPredictors: (Constant), Learning Motivation, Interest Reading, Learning Discipline ^bDependent Variable: Learning Outcomes

4.2.2. Classical Assumption Test

4.2.2.1. Multicollinearity Test: It can be concluded that the multicollinearity test is seen with two values, the tolerance value is > 0.10 , and the VIF value is < 10 , so there is no multicollinearity. With the table above, X1 tolerance value = $0.771 > 0.10$ and VIF value = $1.296 < 10$. X2 tolerance value = $0.736 > 0.10$ and VIF value = $1.359 < 10$. X3 tolerance value = $0.928 > 0.10$ and VIF value = $1.078 < 10$. Then X1, X2, and X3 do not occur multicollinearity.

Table 13: Multicollinearity Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Collinearity Statistics	
		B	Std. Error				Tolerance	VIF
1	(Constant)	14.438	3.367		4.289	.000		
	X1	.286	.085	.326	3.386	.001	0.942	1.062
	X2	.200	.105	.186	1.910	.059	0.917	1.091
	X3	-.057	.078	-.070	-.731	.466	0.958	1.044

Note: a. Dependent Variable: Y.

4.2.2.2. Heteroscedasticity Test

1) Scatterplot He Heteroscedasticity Test: It can be concluded that in the scatterplot heteroscedasticity test by looking at the chart above, there is no clear pattern (wavy, widening then narrowing) in the scatterplots image, and the points spread above and below the number 0 on the Y axis, it can be stated that the variable There were no signs of heteroscedasticity.

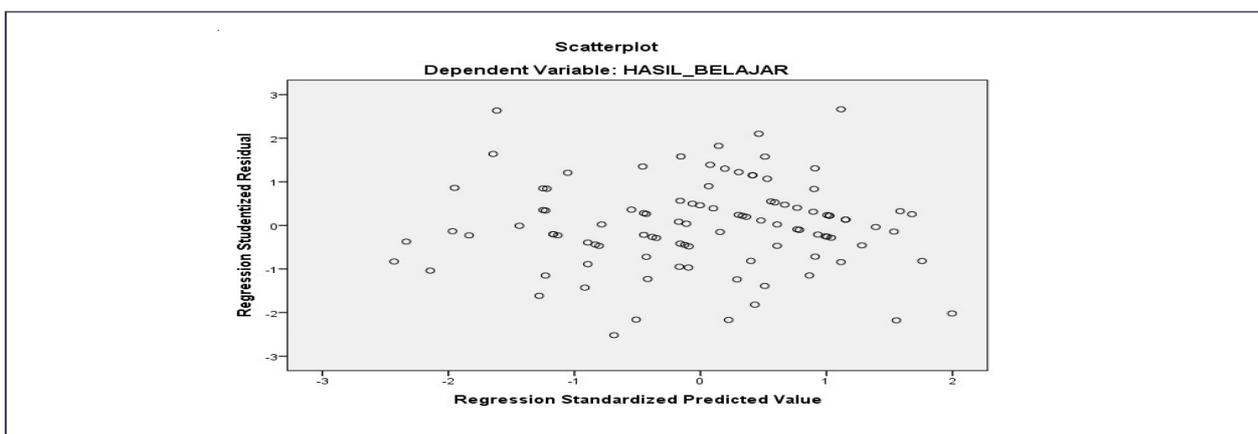


Figure 2: Scatterplot Dependent: Learning Outcomes

2) Spearman Rho. Heteroscedasticity Test: It can be concluded, heteroscedasticity test is the value of Sig. 2-tailed > 0.05 then there is no symptom of heteroscedasticity. The total variables X1, X2, and X3 have a value greater than 0.05 (> 0.05), so it can be concluded that these variables do not have heteroscedasticity symptoms.

Table 14: Spearman Rho Correlations

			Interest in Reading	Learning Discipline	Learning Motivation	Learning Outcomes
Spearman's rho	Interest in Reading	Correlation Coefficient	1.000	.292**	.131	.416**
		Sig. (2-tailed)		.003	.193	.000
		N	100	100	100	100
Learning Discipline	Correlation Coefficient	.292**	1.000	.136	.283**	
		Sig. (2-tailed)	.003		.176	.004
		N	100	100	100	100
Learning Motivation	Correlation Coefficient	.131	.136	1.000	.033	
		Sig. (2-tailed)	.193	.176		.741
		N	100	100	100	100
Learning Outcomes	Correlation Coefficient	.416**	.283**	.033	1.000	
		Sig. (2-tailed)	.000	.004	.741	
		N	100	100	100	100

Note: **. Correlation is significant at the 0.01 level (2-tailed).

4.2.3. Multiple Regression Analysis Test

Table 15: Multiple Regression Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error				Beta	Tolerance
1 (Constant)	13.677	3.001	4.557	0.000			
Interest in Reading	0.412	0.086	0.435	4.785	0.000	0.942	1.062
Learning Discipline	0.254	0.113	0.218	2.251	0.027	0.917	1.091
Learning Motivation	-0.184	0.075	-0.212	-0.24571	0.016	0.958	1.044

Note: a. Dependent Variable: Y.

4.2.4. Simultaneously Hypothesis Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	203.660	3	67.887	16.224	0.000 ^b
	Residual	401.700	96	4.184		
	Total	605.360	99			

4.2.5. Coefficient of Determination Test

Based on Table 17, it is known that the value of R square is 0.336, this means that the effect of variables X1, X2, and X3 simultaneously on variable Y is 33.6%.

Model	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.580 ^a	0.336	2.04557

Note: a. Predictors: (Constant), LEARNING MOTIVATION, INTEREST READING, LEARNINGDISCIPLINE

5. Discussion of Data Analysis Results

Based on the results of the requirements test and classical assumption test, it is considered to have met the requirements for calculations to be carried out to the stage of multiple regression testing, hypothesis testing, and analysis of the coefficient of determination.

It is known that the multicollinearity test is seen with two values, the tolerance value is > 0.10 , and the VIF value is < 10 , so there is no multicollinearity. With the table above, X1 tolerance value = $0.771 > 0.10$ and VIF value = $1.296 < 10$. X2 tolerance value = $0.736 > 0.10$ and VIF value = $1.359 < 10$. X3 tolerance value = $0.928 > 0.10$ and VIF value = $1.078 < 10$. Then X1, X2, and X3 do not occur multicollinearity.

It is known in the scatterplot heteroscedasticity test by looking at the chart above that there is no clear pattern (wavy, widening then narrowing) in the scatterplots image, and the points spread above and below the number 0 on the Y axis, it can be stated that this variable does not occur. heteroscedasticity symptoms.

Known In the *t*-test can be seen by the value of *t* count or the value of Sig. To find out the value of *t* table, *t* table = $t(a/2; n-k-1) = t(0.025; 96) = 1.988$. Given the value of Sig. for the effect of X1 on Y is $0.000 < 0.05$ *t* value of $4.785 > 1.988$, so it can be concluded that there is an effect of X1 on Y. Sig value. for the effect of X1 on Y is $0.027 < 0.05$ the value of *t* count is $2.251 > 1.988$, so it can be concluded that there is an effect of X2 on Y. The value of Sig. for the effect of X3 on Y is $0.016 < 0.05$ *t* value of $2.457 > 1.988$, so it can be concluded that there is an effect of X3 on Y.

It is known that in the *f* test seen from the calculated *f* value, it is 16,224. The value of the *f* table can be found in the statistical table at a significance level of 0.05. F table = $F(k; n-k) = F(3; 97) = 2,698$. It is known that the significance value for the effect of X1, X2, and X3 simultaneously on Y is $0.000 < 0.05$ and the calculated *f* value is $16.224 > f$ table 2.698, so it can be concluded that there is an effect of X1, X2 and X3 simultaneously on Y.

Test the coefficient of determination of the value of R square is 0.336, this means that the effect of the variables X1, X2, and X3 simultaneously on the Y variable is 33.6%.

6. Conclusion

Based on the results of research conducted regarding the influence of reading interest, learning discipline, and learning motivation on student learning outcomes, it can be concluded as follows:

1. Reading interest has a positive influence on student learning outcomes. This means that the higher the student's interest in reading, the higher the learning outcomes will be.
2. Learning discipline has a positive influence on student learning outcomes. This means that the higher the student's learning discipline, the higher the learning outcomes will be.

3. Learning motivation has a positive influence on student learning outcomes. This means that the higher the student's interest in reading, the higher the learning outcomes will be.
4. So reading interest, learning discipline, and learning motivation have a positive influence on student learning outcomes.

7. Suggestions

Based on the results of the research discussion and the conclusions above, the advice given is that students must have a high interest in reading to be able to face challenges in the learning process, in addition to reading interest, students must also have discipline in learning so that students are regular in the learning process and students must also have motivation. High learning so as not to easily give up getting the best results.

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