The Relationship Between Interest in Reading and Motivation to the Results of Learning Arabic in Islamic Junior High State School

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Low interest in reading and student learning motivation due to lack of support from the family, community, and school to increase interest in reading and learning motivation of students. This study has the aim of knowing the relationship between interest in reading and learning motivation to Arabic learning outcomes in Islamic Junior High State School. Researchers use quantitative research types. The data collected is interest in reading and student learning motivation using the questionnaire and interview methods. The data were analyzed with students filling out the questionnaire provided, and researchers conducted a structured interview with the teacher who taught Arabic in the Islamic Junior High State School. The results of this study can find out the relationship between interest in reading and learning motivation to Arabic learning outcomes. If the interest in reading and student learning motivation is low, learning outcomes are also low, but if interest in reading and motivation is high, learning outcomes will certainly also be high. The interest in reading and learning motivation is very important to be improved in the learning process in order to maintain good learning outcomes and develop student learning outcomes.

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

INTRODUCTION

Education during the Covid-19 period, as before, has a bad impact on student achievement in the learning process (Nafrin & Hudaidah, 2021). Why is it like that because students only learn from home or online learning using mobile phones? Students

who use cell phones as a medium for learning do not have sufficient concentration in the learning process (Yudha, 2020). Moreover, parents of students do not always supervise children in carrying out the learning process at home. Of course, the parents of the students have their own busy lives or jobs. Students who carry out online learning use various applications, such as Whatsapp, Zoom meeting, classroom, google meet, and so on (Asmuni, 2020). Online learning like this provides opportunities for students to be able to play online games while waiting for the material to be provided by educators. Online learning like this has more negative impacts on students, such as the eyes of students becoming sick, addiction to playing mobile phones, excessive use of internet quota to play online games with the reason to learn, insufficient concentration to learn, and others (Unik Hanifah Salsabila, 2021).

Education is a planned, conscious effort to create a learning atmosphere and learning process of students actively develop their own potential to have religious, spiritual power, self-control, personality, intelligence, noble morals, and skills that can be used for themselves and the community environment (Iivari et al., 2020). According to Ki Hajar Dewantara, education is a demand in the development of children, where the purpose of education is to guide all the natural forces that exist in these children so that they as human beings and members of society can achieve the highest safety and happiness (Marwah et al., 2018). Education has its own objectives as contained in Law No. 20 of 2003, which reads to develop the potential of students to become human beings who are piety and have faith in God almighty, have noble morals, health, knowledge, skills, creativity, independence and as democratic and responsible citizens (Asmaroini, 2016).

The purpose of parents to send children to school is because they have a desire that the child who is schooled can get satisfactory grades (Agbo & Oyelere, 2019). But getting a satisfactory score is not an easy process. This is because the process of success in learning has many influencing factors, such as interest in reading and motivation to learn. In the learning process, interest and motivation play a very important role in the lives of students and have a lot of influence on actions and ethics (Wicaksana, 2020). Students who have an interest and motivation in the learning process will struggle more than students who have little interest in learning. The learning process requires focusing attention so that what is learned is understandable. To develop the interests and motivations of students, the learning process can be carried out with various activities. Students can learn and discover new things that exist in the environment, both individually and together.

Interest or interest is a picture of human behaviour when in need of something (McDaniel et al., 2017). Interest is closely related to desire. Therefore in everything, it will be forced to eliminate the interest found in humans and in carrying out reading activities. Interest can cause pleasure when implemented, and vice versa; if it is not implemented, it will cause disappointment in feelings. Interest or interest in language has the determination and effort to find something and explore learning (Nurchaerani & Nursyamsi, 2021). Meanwhile, in terms, interest is love and ambition for something.

Interest in reading is the ability to read books voluntarily. Reading habits are activities related to reading media repeatedly and regularly. According to Herman Wahadaniah, the interest in reading is a deep and strong concentration of the mind followed by a sense of pleasure towards reading so that it can guide humans to read with will from the inside or encouragement from the outside (Fitragisyela, 2022). Students who read with interest will find it easier to understand the content of the reading read because students read with a sense of pleasure. In order for learners to understand the meaning of reading, a good interest is needed to read (Pressley & Gaskins, 2006).

According to researchers, the factors that influence students' interest in reading are two factors, namely from within or internal and from outside themselves or externally (Song & Kim, 2017). Internal factors are: having intentions, having feelings of pleasure, and love for reading, while external factors are: encouragement from the family, school environment, and available facilities. Factors that affect interest in reading include: (1) environmental influences, (2) technological developments, (3)copy and paste, (4) means of reading books, and (5) lack of motivation to read. Meanwhile, according to Frymeir Rahim, there are six factors that influence the development of interest in students (Sud et al., 2021). Namely: 1. Previous experience, students will not increase their interest in something if they have never faced it. 2. In His design of the self, the learner will reject information that he thinks threatens him. Instead, the learner will receive information if it can help him develop himself. 3. Values, the interest of students will grow if the subjects are taught by people who have charities. 4. Subject matter. 5. Pressure participation rate. 6. Complexity of learning materials (Finisea & Fajriyah, 2018).

According to Sardiman, learning motivation is the integrity of the driving force within students that improves the learning process, which ensures the continuity of learning activities so that the goals dreamed of by students in the learning process can be achieved easily (Anggraeni, 2019). Students will carry out various ways to get satisfactory results if they have increased motivation. Motivation proves the factors that maintain attitude. These factors are based on the intrinsic and extrinsic of the human person. In the process, the motivation that arises in the human person can be seen from two types of learning motivation, namely intrinsic motivation and extrinsic motivation. According to Sardiman, intrinsic motivation is a concept that becomes capable or plays a role in not requiring external stimuli because, in every human person, there is already an urge to do something (Snow et al., 2021). Therefore, intrinsic motivation can also be pronounced as a form of motivation in the learning process activities that begin and should follow an insistence in oneself and how to be fully continuous with the learning activities.

According to Sardiman, extrinsic motivation is a motivation that arises due to external pressure (Cook & Artino, 2016). This encouragement arises, such as support and objects from the family area or residents. In the learning process, if you get the means, the attention of the guardian, and the situation of the area that seems to be interlocked, then there will be motivated to study. From various opinions about the definition of motivation, it can be concluded that learning motivation is a condition that exists in a

person who encourages students to learn and carry out activities that are determined to obtain learning outcomes and missions as high as possible. Motivation has a variety of theories that we can use, including the theory of needs or the theory of Abraham H. Maslow, the theory of outstanding needs or McClelland's theory, ERG theory or Clayton Alderfer theory, two-factor theory or Herzberg theory, justice theory, goal setting theory, hope theory or Victor H. Vroom theory, the theory of reinforcement and behaviour modification and the theory of the relation of reward to achievement (Carsrud et al., 2017). The theory of needs was developed by Abraham H. Maslow, who argues that human beings have five levels of needs (Navy, 2020). Namely: (1) physiological needs or physiological needs, (2) safety needs or security needs, (3) love needs or the need for love, (4) esteem needs or the need for self-esteem, and (5) self-actualization or self-actualization.

Motivation will ensure the sincerity of each student's learning method. The high and low motivation for learning achieved by students will be shown in the final achievement in learning (Pujoandika & Sobandi, 2021). Maximum learning achievement if it has a lot of ion motivation in learning. In line with Nana Syaodih Sukmadinata, who said his message, "Learning needs to be supported by strong and consistent motivation. Low and inconsistent motivation will lead to a lack of learning effort which will ultimately stand out for learning outcomes" (Iskandar, 2018). Ngalim Purwanto argues that he has three tasks of motivation, including 1. supporting students to do, 2. ensuring the purpose of the behaviour, and 3. evaluating behaviour. Learners can convince themselves of the activities that must be carried out that are appropriate to achieve the goal by selecting activities that are not useful for that purpose. The function of learning motivation can be interpreted as a strength from within the learner who directs or brings up learning activities, ensuring that learning activities continue to run and listen to activities on the goals to be achieved (Hosen et al., 2021). So the purpose of this analysis is to be assessed with a number of indices. There are a number of these indices, namely, usually the desire to learn and get learning results, the encouragement or need to learn, and the desire for the future.

Based on the explanation above, the researcher conducted a study on the Relationship between Reading Interest and Learning Motivation to Arabic Learning Outcomes in Islamic Junior High State School, where this research is important to do because it will add to our insight into knowing the relationship between reading interest and learning motivation to Arabic learning outcomes in Islamic Junior High State School because interest in reading and learning motivation have an important role in learning outcomes. Researchers hope that there will be other studies that will examine the same discussion to add insight and improve the results of this study.

RESEARCH METHODOLOGY

Research methods are very important in a study. The determination of research methods will be related to the scientific means used to achieve research objectives (Haig, 2018). As Sugiono said, "Research methods are basically a scientific way to obtain data with a specific purpose and use." In this study the method used by researchers in this study is a quantitative method with data collection techniques in the form of distributing questionnaires and online interviews. Quantitative research is used with the aim of the opinion of the source, that quantitative methods are real research methods because this research is carried out with natural circumstances and the collected data is quantitatively analyzed (Husbands et al., 2017). The sampling technique in this study was carried out with random sampling samples where the researcher discussed the relationship between interest in reading and motivation to learn Arabic learning outcomes in Islamic Junior High State School.

RESULT AND DISCUSSION

This research was carried out in Islamic Junior High State School using quantitative methods with data collection techniques in the form of distributing questionnaires and *online interviews*. Research using these techniques must go through various things to test the validity of the data. Before the researcher shares the tools used to obtain the data, the researcher prepares a tool or instrument in the form of a questionnaire or *google form*. The questionnaire was used by researchers to find out how the relationship between interest in reading and learning motivation to the results of learning Arabic in Islamic junior high state school. The indicators that the researchers made in the questionnaire discussed: students' interest in reading Arabic books. Book media can increase student motivation in learning. Students are diligent in reading books at school. What things can increase student motivation in improving learning outcomes? Reading books can improve learning outcomes. After that, the answers from the 12 students were in the form of choices, yes or no and agreed, strongly agreed, disagreed, and disagreed. The choice of some of these answers is so that the students who answer the questions are not confused about how to answer them. The results of all answers from students it is accumulated in the form of % (percentage) to make it easier for researchers to detail the first question with the next question.

Based on this study, researchers used questionnaires as their instruments. Researchers use *google forms* for their instruments because researchers don't go directly to the school in question. *Google form* is an application held by Google to facilitate someone's work both in making questionnaires, registration forms, and many others (Mohmmed et al., 2020). In its use, it can be accessed easily because it only requires a google account. The use of *Google Forms* does not require the use of paper but only prepares data that will be entered on *the google form*. Then it can be shared with anyone using the link provided (Kapasia et al., 2020). *Google form* also provides a variety of features such as *google form* questionnaire or questionnaire, free *google form*, *google* attendance form, *google form* for exams, *google form* for certificates, and *google form* vote. The stages in using the google form there are several ways, such as having entered

the google account, creating the desired form, and sharing the form link to the person who will fill out the questionnaire or form, that we can manage the data to be *downloaded* and printed (Agha et al., 2019). The use of Google Forms can save time in using it.

The purpose of the researcher in this study was to find out how much interest in reading and learning motivation had to the results of learning Arabic. The most important indicator in this study is to find out how important the interest in reading and learning motivation in the learning process is to the results of learning Arabic. What is the policy of the school towards the interest in reading and the motivation to teach students to get satisfactory learning outcomes? At this time, most of the students are more concerned with playing games or watching videos that can be easily obtained through cell phones than reading (Hernández-Lara et al., 2019). By reading, we will get a lot of new insights to be able to learn. Similar to learning motivation, if a student has a desire to get a class champion, the motivation to learn will increase by studying hard. The interest in reading with learning motivation is closely related because these two things have the final impact on the learning process. With the motivation to learn from students, their interest in reading from these students also increases.

Research like this is carried out in order to understand what the seriousness of students is like in the learning process. Where the interest in reading and motivation to learn cannot be carried out with an easy process because each student has various differences in terms of how to learn. There are students who have a very high interest in learning, and there are also those whose interest in learning is low (Zhao, 2020). Likewise, with the motivation to learn from students, some are from outside the self, and some are from within. Every student has such a thing as being lazy in studying or dislikes certain subjects. To follow up on such cases, the role of parents and teachers is certainly very important. The continuity of the learning process certainly requires readiness from students to carry out learning (Al-Amin et al., 2021). Students who have a high interest in reading and motivation in following the learning process will certainly get high and satisfactory learning results as desired. As the saying goes, those who mean it will surely get it (Zernova, 2007), which is the point of the saying that people who mean it in a way will certainly get the desired result.

The current state of interest in reading in Indonesia is very concerning (Cirocki & Farrell, 2019). According to data from UNESCO, the reading interest of Indonesians is only 0.001%. The point is that out of 1000 people in Indonesia, only one person reads. Based on research conducted by PISA (Program for International Student Assessment), Indonesia occupies the sixty-second level out of seventy countries in the world (Zulkardi & Putri, 2019). This means that Indonesia is in the bottom ten countries that have a low level of literacy. The cause of the low interest in reading by the Indonesian people is the lack of reading practices and materials. Because of the low interest in reading by the Indonesian people is very influential on the quality of the Indonesian nation because of the lack of interest in reading, not being able to keep up with and knowing the times, the development of science, and technological developments so that it makes the nation's people lag behind the information circulating. The current development of the times to

read not only through books or papers but now it can easily be accessed on the internet media (Ohno & Bodek, 2019). That way, it will be easier to increase the interest in reading by Indonesian children.

Interest in reading is a strong desire and is accompanied by one's personal efforts to read (McCann & Kim, 2016). A person who has an interest in reading will try to get a reading book after he reads the book according to the wishes of his heart. Foster children's interest in reading does require an important role from parents (Halim et al., 2018). If the child has been taught to read from a young age, the child will get used to it until it grows up to read. In the family environment, parents must perform their role so that children can be interested in reading, such as: creating a pleasant home atmosphere for children, buying gifts for children in the form of books, always doing reading activities regularly, and not comparing the abilities of one child with another child, always inviting children to see books or buy books at the bookstore. That way, children will get used to reading activities so that they can also develop their interest in reading. Reading books can fill children's free time so that they don't use time with things that are not good. Interest in reading is accompanied by learning motivation where each individual will have their own motivation arising from within. The motivation that arises can be in the form of support from family, the community, or close friends.

In the results of the study on the relationship between interest in reading and learning motivation to the results of learning Arabic, researchers got 12 answers from students from islamic junior high state school with five questions. Researchers get data from a google form filled out by students with the following details.
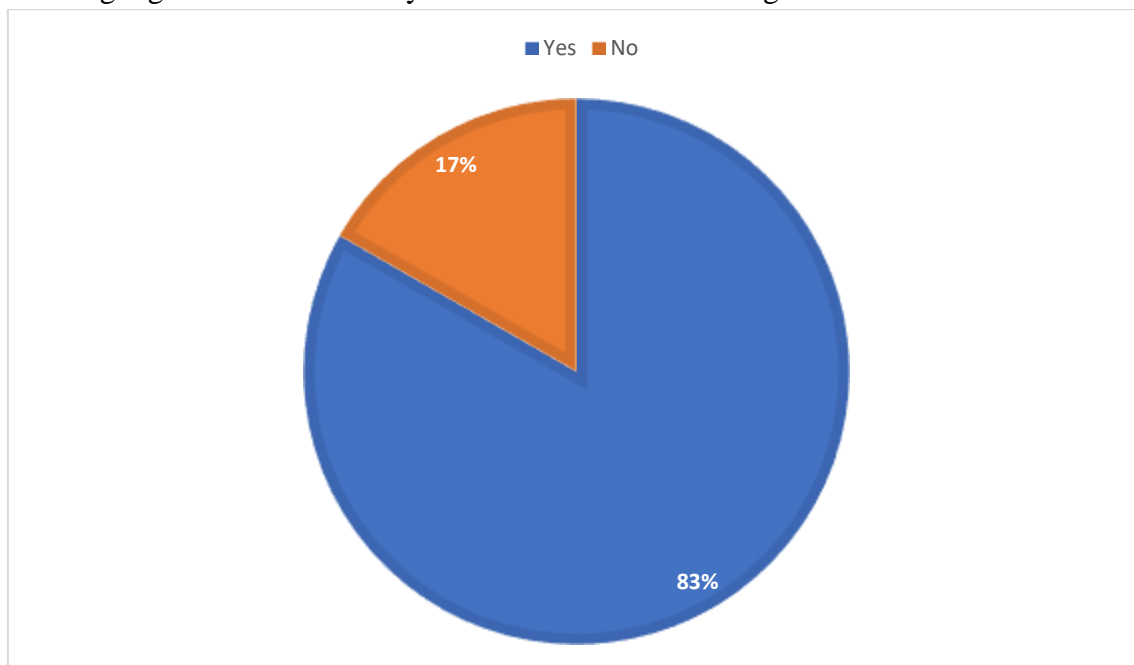

Figure 1. Students' interest in reading Arabic books

Based on the picture above, it can be seen whether students are interested in reading Arabic books, which respondents can answer with two choices, namely yes and no. From the picture, most respondents answered the choice "yes" in blue, and the

respondents who answered the choice "not" in red. Respondents who answered the yes choice were 83.3%, while the respondents who answered the choice were not as many as 16.7%. Therefore, from this answer, it can be concluded that many students of the Islamic Junior High State School are interested in reading Arabic books. With the many interests of students in reading Arabic books, it can increase knowledge about the sciences of Arabic. Usually, printed books that students use in the learning process include muphrodat, hiwar (conversation), and text reading. In Arabic, four skills are taught, which are often referred to as maharah, including first, maharah kitabah, namely the skill of writing an Arabic text. Second, maharah qiro'ah is the skill of reading an Arabic text. Third, maharah kalam, which is the skill of speaking an Arabic text, usually uses hiwar as a medium for its application. Fourth, maharah istima', which is a skill in listening to *audio* or voice in Arabic.
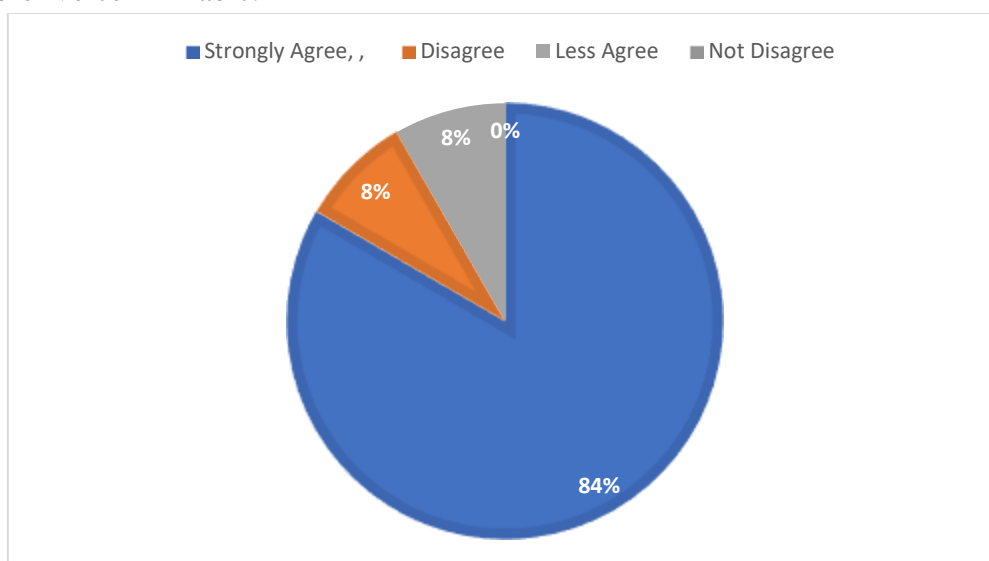

Figure 2. Books can increase learning motivation

Based on the questionnaire above, it was found whether print media in the form of books can increase motivation in learning, which respondents can answer with four choices such as strongly agreeing with the blue one, agreeing with the red one, disagreeing with the yellow one, and disagreeing with the green one. From the data above, it was obtained that students who agreed with the data acquisition were 83.3%, students who strongly agreed with the data 8.3%, and students who disagreed with the data 8.3%, while for answers who disagreed, there was no data obtained data from students. In addition to using books as a medium in learning, educators can also use focus for learning media in the classroom. In addition to print media in the form of books, students can also use various applications for learning media. Applications that are usually also used in learning, such as google classroom, collect assignments given by educators. Canva application for taking notes and *power points* because it can use *various* attractive templates or designs, as well as the Youtube application to watch videos related to the lessons that are being studied at school.
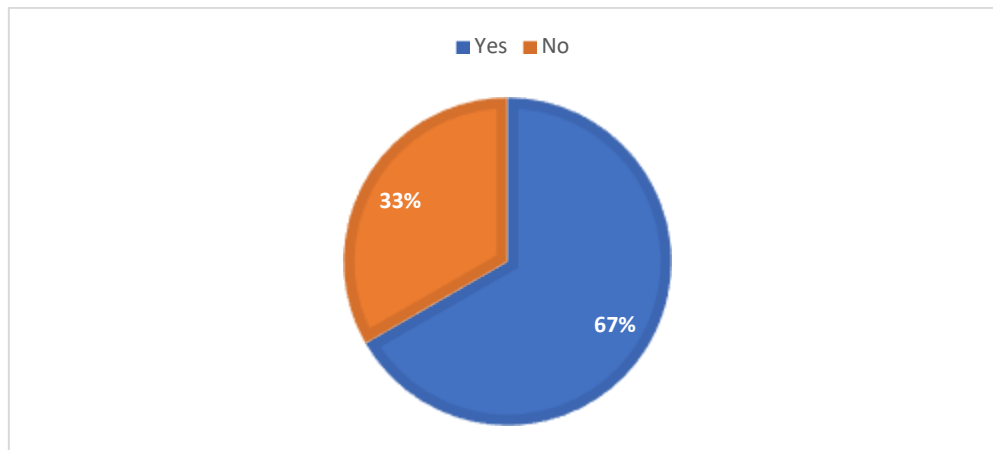
Figure 3. Students who diligently read books at school

Based on the data obtained above about whether students are diligent in reading books at school, respondents can answer with two choices, namely yes and no. From the data above, students who diligently read books at school obtained as much as 66.7% blue, and students who did not read books at school obtained as much as 33.3% who were red. Students who diligently read books will gain a lot of knowledge that educators do not teach compared to students who do not read books. People who often read books are often called bookworms or *bookworms*. Diligently reading books can increase a person's intelligence and make sleep restful. Even reading a book can be contagious. The contagion referred to here is that if a student always plays with friends who are diligent in reading books, the student will also be diligent in reading books. In addition, by diligently reading students, it will be easier to do the tasks given by the educator. Developing as students like in reading books is not an easy thing to do because every personality of the learners, there are those who have a passion for reading. Some are not interested in reading and are only happy with listening to what educators teach.
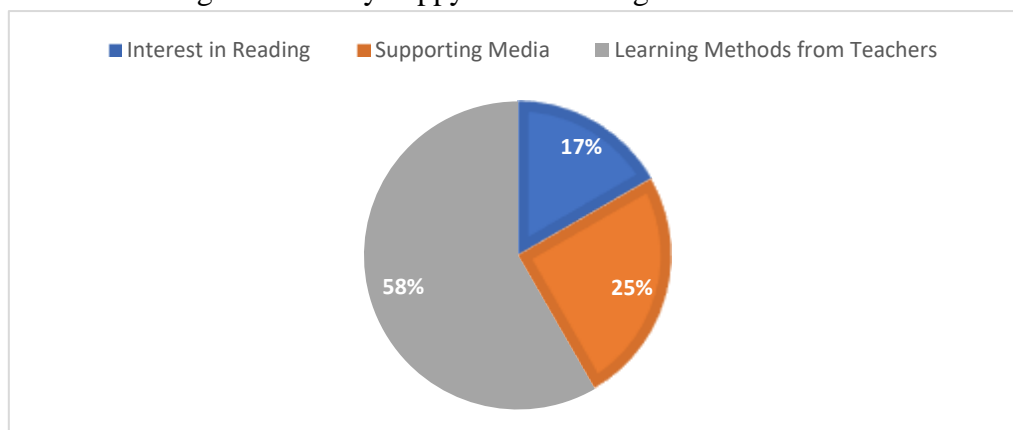

Figure 4. Motivate students in increasing learning motivation

It can be seen in the picture above that it is something that can motivate students to improve learning outcomes. The researchers put forward three answer choices, the first is the interest in reading, the second is supporting media, and the third is the learning method from the teacher. For interest in reading, it was obtained as much as 16.7%, for supporting media, it was obtained as much as 25%, and the last for the teacher learning

method, was obtained as much as 58.3%. Therefore, from this data, it can be concluded that the learning method from the teacher is something that can motivate students to improve learning outcomes. That way, an educator must be able to master various methods in the learning process. In the learning process, an educator must be able to combine several methods in one subject. In Arabic language learning, an educator can use the mubasyarah method, the qawaid tarjamah method, the qiro'ah method, the sama'iyah and syafawiyyah methods, and many other methods. One of the methods above is the mubasyarah method, where an educator, from the beginning of entering class until the end of the learning process in class, must use Arabic without mentioning the translation.
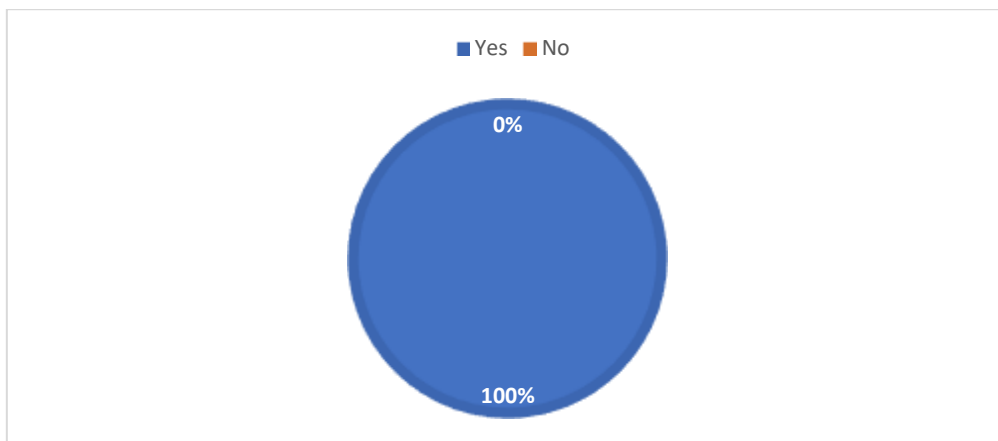

Figure 5. Reading books can improve learning outcomes

As seen in the picture above, it is explained that by reading books, students can improve learning outcomes where the researcher gives two answer choices, namely by answering yes or no from the data obtained 100% for the blue yes answer while the answer did not get a response at all. So it can be concluded that by reading books, students can improve learning outcomes to the maximum. Books, there are two kinds of books, the first is fiction books and the second is non-fiction books. Fiction books are imaginary by book authors, for example, children's fairy tales, while non-fiction books are books that contain events that actually happened, for example, history books, as well as biographies of someone made by the author. Reading can add useful activities for students. Students must be able to be independent in obtaining knowledge because not all materials are always explained by educators. Therefore, students must be able to add knowledge by often reading books in the library and those on *cell phones*. As a student, even though reading using *cellphone* media, you must be able to filter what will be read. Because cellphone media is not always positive and often negative also appears.

The results of the analysis obtained by researchers from the data above show the relationship between interest in reading and learning motivation have a relationship with learning outcomes. If a student does not have *a deep motivation* from him to learn, then his interest in learning and reading is also not there. The interest in reading and *motivation* of students in the learning process must come from within the student because if it is forced to do so, it will make it difficult for the student to study. That way, personally, the learners must have at least one *motivation* for learning. Apart from within the personality

of students, the role of family and community plays an important role in increasing the learning motivation of students. As parents of students, they must be able to supervise children in learning at home by providing good teaching and providing enthusiasm for children in learning. In addition, to improve learning outcomes for children, an important role of other parents is to provide support to children and give awards in the form of gifts if children get grades or learning outcomes that strive so that a child will always try to improve learning outcomes and always motivate themselves to study hard and will be interested in reading a book.

Furthermore, based on the results of a researcher's interview with one of the teachers who teaches Arabic at the Islamic Junior High State School. The researcher posed six questions to the source. The first question, according to Ibuk, is what should students do to stay enthusiastic about learning? The answer from the resource person is what students must do to remain enthusiastic about learning. Before going to school, students must have breakfast first so that later they are not lacklustre in the learning process, and an educator must be able to liven up the classroom atmosphere so that students do not get bored quickly in learning because what if the educator only explains the lesson in front of the class, most students are often sleepy and finally not enthusiastic in the learning process. The second question is, where do you think is the suitable place for the perfect learning method? The answer from the resource person is that according to the resource person, all places are suitable for use in learning methods, such as places in schools, teachers can teach students by using various kinds of media and methods while their place at home, parents can also guide children in doing assignments given by teachers, as well as for tourist attractions or historical places can also be used for learning.

The third question, according to ibuk why should every student be given the motivation to go to school? The answer from the resource person is that each student has their own desires in life. If they are not given the motivation to go to school, students will not want to go to school, especially for students who are still under the influence to play. So the *motivation* or encouragement to learn is very important so that students who are lazy in learning are still willing to add knowledge to the school. As well as the usefulness of motivating students is very necessary because it can pursue dreams, generate enthusiasm for learning, and help eliminate boredom and boredom from students. The fourth question is, do you think there is the right time to start learning? The answer from the source is that all the time is right to learn. But for the right time to add to that knowledge in the morning. Because in the morning, the brain is still fresh to think and is still in a state of enthusiasm and concentrates on receiving learning. However, when it starts that afternoon, most of the students will be sleepy because they are hungry. Especially entering the afternoon because the body often feels sleepy because of fatigue.

The fifth question, according to ibuk, who is responsible if there is a student who is not enthusiastic in school? The answer from the resource person is that the role of educators and parents must always provide motivational words for children to always be enthusiastic about learning in school educators and parents of students to always ask how the child is doing at school if the student experiences problems with friends at school.

Sometimes students who are not enthusiastic in school have problems with classmates, and parents and educators always provide solutions to the students' problems. The sixth question, according to the mother, is the right solution related to the child's decreased motivation? The answer from the resource person is that educators create a pleasant classroom atmosphere so that students are enthusiastic about learning again, educators help students to achieve the desired results, and educators use innovative learning media. In addition, to raise the enthusiasm of children in learning as educators, provide full support for students, give appreciation if students excel, and so that students do not get bored, educators carry out the learning process by learning while playing.

CONCLUSION

Interest in reading and motivation to learn are very much related to obtaining the desired learning outcomes. With interest in reading, it can add knowledge, and learning motivation can foster enthusiasm in the learning process. Researchers conducted research on students at islamic junior high state school. After data processing, it was found that interest in reading must always be developed so that students do not feel lazy in reading books. *Learning* motivation is also very necessary in the learning process because, with motivation, students will always be excited in the learning process. The support of families, educators, and the community is very influential in the learning process for students. Getting the desired learning outcome requires the role of the learner him/herself.

SUGGESTION

Judging from the results of the research, educators must maximize learning to be able to improve student learning achievement by always motivating student learning through various approaches in the learning process. Students have a strong interest in reading, so they are directed by providing quality teaching materials that can increase students' understanding of learning materials, or educators can provide students with references to Arabic books that are easy for students to understand. As educators always provide varied methods of learning so that students do not get bored quickly in the learning process and that students can easily understand the subject matter provided by the educator. Parents always provide guidance to children in learning and give awards to children if children excel in learning so that way children will remain motivated in learning. Educators use a variety of innovative media in addition to using books and whiteboards for a fun learning process. With that, students will be able to improve maximum learning outcomes.

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