

The Impact Of Reading Habits On Cognitive Learning Outcomes In Indonesian Language Of 4th Grade Students Of Sdn Kebun 1

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Abstract, This research comes from the problem that students' reading habits are lacking such as when there are empty hours or during breaks do not take the time to read, rarely visit the library and reading corner. Based on these problems, researchers are interested in knowing whether habits have an impact on the learning outcomes of Indonesian language students in grade 4 SDN Kebun 1. The method used in this research is a qualitative method with a descriptive model and data collection with documentation, questionnaires, and observation. Data on learning outcomes were taken with documentation from students' daily tests. Other data was taken from a questionnaire distributed to 4th grade students of SDN Kebun 1, totaling 19 students on March 11, 2023. Observation was used to see how often grade 4 students visit the library and reading corner. Based on the results of the research that has been carried out, it is found that reading habits have an impact on the cognitive learning outcomes of 4th grade students of SDN Kebun 1. This can be proven from the students' reading time, the longer the time spent reading the higher the learning outcomes obtained so that parents and teachers can instill reading habits in children from the earliest possible age. However, not only reading habits can lead to learning outcomes, there are still many other things that have an impact on student learning outcomes.

Keywords : Reading habits, Learning outcomes.

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I. INTRODUCTION

In this modern era, education plays a very important role. Humans need education to support life and to equip themselves to have high competitiveness. Education also has an important role in building the future of our nation, Indonesia, by fostering the potential and knowledge of students who are expected to be useful in

dealing with problems that exist in the real world. This is in accordance with the objectives of Indonesian national education, namely to foster skills and shape the character and civilization of a dignified nation in order to educate the nation's life, aiming to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative,

independent, and become democratic and responsible citizens.

To assess whether an educational goal is successful or not, it can be seen from the learning outcomes of students. Learning outcomes are skills that a person gets after the learning activity process takes place. According to Usman (Ii et al., n.d.) learning outcomes are changes in individual behavior with the interaction between one individual and another and their environment. Meanwhile, according to Bloom, learning outcomes are changes in behavior that include three domains, namely the cognitive, affective, and psychomotor domains (Kosilah & Septian, 2020). So it can be concluded that learning outcomes are changes in individual behavior from the interaction between one individual and another which consists of three domains, namely cognitive, affective, and psychomotor. Learning outcomes are one of the indicators in the learning process, by looking at student learning outcomes we can know that there is a change in behavior after learning activities are carried out. Learning outcomes are usually expressed in the form of numbers and for each subject, Indonesian language learning is no exception.

Indonesian language learning is a compulsory and main learning that is taught

to students in Indonesia. This Indonesian language learning contains language and literature skills consisting of four skills, namely listening, speaking, reading and writing skills. Language is a medium of human communication with other humans so that the ability to speak is very important in human life because humans are social creatures requiring interaction and communication between humans with one another. Learners need to have all speaking skills, especially reading skills. Reading is needed for all learning processes with any subject.

Reading itself is one of the language skills in addition to speaking, listening, and writing skills that have a close relationship between each other. this language skill is closely related to the thinking processes to underlie language. Reading according to Dalman (Sahan et al., 2021) is a cognitive activity that tries to get some information contained in text or writing. This means that reading is a process to understand the content of the writing that is read, therefore reading is not an activity that only sees a group of letters in the form of sentences, but can be defined as an activity carried out to understand and define an important text so that the message the author wants to convey reaches the reader. As for frequent reading, a person will gain wider knowledge and experience. Reading has many benefits for

students because books are the window to the world, so if we often read, the more advanced Indonesian education will be. Having the ability to read is very important for students to achieve maximum learning outcomes. However, the ability to read of elementary school students in Indonesia is still very low.

This is evidenced by research on progress in International Reading Literacy Study (PIRLS) conducted in 2011 with a score of 51.7. This score is a low score among several East Asian countries surveyed. The reading scores of students from other countries include: 75.5 for Hong Kong, 74.0 for Singapore, 65.1 for Thailand, 52.6 for the Philippines, and 51.7 for Indonesia. In addition, this study also explained that students in Indonesia could only master 30% of the material read because they had difficulty in answering some questions that required them to understand and reason. The results of research conducted by Basuki stated similar results. Based on the study, it was concluded that the reading comprehension skills of elementary school students were at a low level. Elementary school students generally only understand about 30% of reading material, both literary and informational reading (Gumono, 2014). This is very worrying, because reading ability is one of the language skills, it is

likely that if a person's reading ability is low then language skills will be low too.

Elementary school is the most important part of the formation of children's abilities and habits, such as the ability to read, count, write, and so on. These abilities are part of the basic and absolute requirements for children to acquire deeper knowledge. According to Yulia (2005) at this time, if we can build reading habits in children, it means that we have built a foundation for children to become lifelong learners because books themselves are windows to all knowledge that will take us anywhere we like (Habit et al., 2018). It is hoped that students' reading skills will improve by applying reading habits both at home and at school.

According to Tambulon, reading habit is a reading activity that has been ingrained in individuals (TEMA 11, 2018). According to Wiranto, reading books is required to be repeated in order to form the habit of reading itself. In order for a person's reading habit to be built, they must make reading a necessity. According to Wagner, reading habits are measured by the amount of material read, the frequency of reading, and the time spent reading. There are several things that influence reading habits, namely desire, motivation and environmental factors (Melia et al., 2019). This reading habit needs to be built as early as possible

by introducing children to books and getting them used to reading books when there is free time. The habit of reading is not only done at school but also at home, because the most time the child is at home. To foster reading habits in children, parents and teachers can work together. Parents are in charge of fostering reading habits at home and while teachers are in charge of fostering reading habits when at school. By implementing reading habits at home and at school, it is hoped that students will have good reading skills and students' reading skills in Indonesia will improve.

Based on the results of observations conducted on March 8, 2023 at SDN Kebun 1, Kamal District, Bangkalan Regency. Researchers saw that only a few students read in the classroom reading corner during breaks or empty hours. The reading corner contains reading books and textbooks that can be used during learning. Students also rarely go to the school library during breaks or during free hours and do not maximize their time to read. The purpose of the reading corner in the classroom and library is to familiarize students with reading and for students to learn independently. However, this facility is not well used by students and this has an impact on students in understanding Indonesian subjects, so that students who have low reading habits

will experience obstacles when learning Indonesian.

As for the preliminary study that has been carried out, researchers are interested in conducting research with the title "The Impact of Reading Habits on Indonesian Language Cognitive Learning Outcomes of 4th Grade Students of SDN Kebun 1". This study aims to determine whether students' reading habits have an impact on students' cognitive learning outcomes in Indonesian language subjects in grade 4 SDN Kebun 1. Based on these objectives, the hypothesis of this study is formulated, namely reading habits have no impact on students' cognitive learning outcomes in Indonesian language subjects in grade 4 SDN Kebun 1 and habits have an impact on students' cognitive learning outcomes in Indonesian language subjects in grade 4 SDN Kebun 1.

II. RESEARCH METHODS

This research uses a qualitative method with a descriptive model. The research method according to Sugiyono (2019) is a research method based on the philosophy of postpositivism, used to examine the conditions of scientific objects, where the researcher is the key instrument, data collection techniques are triangulated or combined, data analysis is inductive / qualitative, and qualitative research results emphasize meaning rather than generalization. The research was conducted

on March 11, 2023 in the second semester of the 2022-2023 academic year and was conducted at SDN Kebun 1, Kamal District, Bangkalan Regency, especially class 4. The subjects of this study were 19 students consisting of 10 female students and 9 male students.

Data collection in this study used questionnaire sheets, documentation, and observation. The questionnaire sheet is used to see if students have reading habits at home, and documentation to take learning outcomes, namely from the Daily Test (UH) scores in Indonesian language subjects in grade 4. The questionnaire used is a short form to get data about students' reading habits at home and at school. The habit questionnaire has a grid, namely time in reading, the habit of visiting the library or reading corner at school, reading habits at home such as parents getting used to reading, and what books are often read. Observation is used to see how often grade 4 students visit the library and reading corner.

Research procedures are steps taken to collect data in the field with specific objectives. According to Nurdin and Hartanti (2019) (in Sahan et al., 2021) as follows: The first step, the planning stage which includes choosing the topic to be studied, identifying the problem being

studied by interview and observation, formulating the problem, conducting a preliminary study by gathering information about the problem to be studied, determining the research sample, making a questionnaire sheet, making a research plan which will be the basis for conducting research.

The second stage, the implementation stage which is carried out if the planning stage has been completed, this stage consists of two stages, namely data collection and data analysis. Data collection is guided by the research design that has been prepared previously, namely by distributing questionnaires and documenting students' daily test scores. The data that has been collected from the research results is used as a guide to test whether reading habits have an impact on students' cognitive learning outcomes in Indonesian language subjects. The second stage is data analysis, this stage is carried out if the data has been collected and then the truth is tested through the analysis.

The third stage is article writing. The relationship between one stage and another is not static, but dynamic with a scientific process that not only requires reasoning, but also requires imagination and creativity. One stage is not only the basis for the other stages but also serves as an improvement

for the next stage. The data analysis technique used is descriptive analysis, namely by comparing the results of the questionnaire sheet and the daily test scores of each student. The results of the questionnaire sheet and students' daily test scores will also be used to examine the data qualitatively.

III. RESEARCH RESULTS AND DISCUSSION

An overview of the reading habits of grade 4 students at SDN Kebun 1

Based on the research that has been conducted, the average reading intensity of fourth grade students at SDN Kebun 1 is as follows:

Table 1.1 Reading Time of Grade 4 Students at SDN Kebun 1

No	Reading intensity (minutes)	Total number of students
1.	10 – 94	17
2.	95 – 179	1
3.	180 – 264	1

Based on table 1.1, it shows that most students' reading intensity is less than 2 hours, namely 17 students and only 2 students with reading intensity of 2 to 3 hours. And if calculated with the average formula, the average 4th grade student of SDN Kebun 1 only reads for less than 1 hour, which is only 51.3 minutes.

Based on observations made, there are 9 children who often visit the library or reading corner to read books and borrow books in a week. Ifa visited the library 3 times and reading corner 2 times in a week, Jalil visited the library 1 time and reading corner 4 times, Ayu visited the library 2 times and reading corner 4 times, Nisa visited the library 1 time and reading corner 3, Devita visited the library 3 times and reading corner 4 times, Tia visited the library 1 time and reading corner 2 times, Gita visited the library 2 times visited reading corner 3 times, Guntur visited the library 1 time and reading corner 2 times, and Abdul visited the library 1 time and reading corner 2 times.

According to Wiranto, reading books requires repetition in order to develop the habit of reading. In order for a person's reading habit to be built, they must make reading a necessity. According to Tantri (2016), reading is an activity that is done automatically by someone, intentionally, planned and repeatedly with the aim of understanding the meaning of the reading content. As according to Wagner, reading habits are measured by the amount of material read, the frequency of reading, the time spent reading. Utami Munandar (1982: 59-67) argues that there are twelve aspects to measure a person's reading habits, namely (1) reading pleasure, (2) reading

frequency, (3) how many books are read in a certain time (4) the origin of reading books, (5) frequent visits to the library, (6) favorite types of books (7) how often to read, (8) subscribe to magazines, (11) newspapers that like to read, (12) magazines that like to read.

Reading intensity or frequency is one of the aspects used to measure reading habits. According to UNESCO, the average reading time should be 4 to 6 hours per day. The average reading time of grade 4 students at SDN Kebun 1 is only 51.3 minutes, which is still far from what UNESCO has determined, meaning that grade 4 students at SDN Kebun 1 have poor reading habits. Based on the comparison between reading time and learning outcomes, there are several factors that influence a person's reading habits. First, the willingness of students to spend time reading, not necessarily related to the lesson to start the habit can be by reading storybooks or comics to foster the habit.

Second, environmental factors, especially parents, because children have more time at home than at school so that the need for parental involvement to educate children. Parents need to set an example and instill reading habits in children, starting from reading bedtime stories, inviting them to buy books, and reading books together. Third, the teacher factor. Apart from

parents, teachers also play an important role in forming students' reading habits because teachers are the second parents for their students. Teachers must instill the habit of reading in every lesson by involving models and methods that require students to read. Fourth, socialization. Associations greatly affect habits, if children hang out with friends who like and have the habit of reading then the child will also follow his friend's favorite. Fifth, supporting facilities. These supporting facilities are no less important, if a child has supporting facilities such as a library at home, a complete library at school, and a reading corner at home this will help shape students' reading habits.

Overview of cognitive learning outcomes of 4th grade students of SDN Kebun 1

Based on the research that has been conducted, the Indonesian language learning outcomes of 4th grade students of SDN Kebun 1 are as follows:

Table 1.2 Grade 4 Indonesian Language Score List SDN Kebun 1

No	Value	Number of students
1.	55 – 62	3
2.	63 – 70	3
3.	71 – 78	4
4.	79 – 86	7
5.	87 – 94	2

Table 1.3 Analysis of Grade 4 Indonesian Language Score of SDN Kebun 1

No	Learning outcome category	Grade	Number of Students	Percentage
1.	Low	55 – 74	7	36,84 %
2.	Medium	75 – 80	6	31,57 %
3.	High	81 – 90	6	31,57 %
Total			19	100 %
Average		75,26		

Based on table 1.2 above, the data shows that students who get scores of 55 to 62 are 3 students, students who get scores of 63 to 70 are 3 students, students who get scores of 71 to 78 are 4 students, students who get scores of 79 to 86 are 7 students, and students who get scores of 87 to 94 are 2 students. The results of table 1.3 that students with scores in the low category are 7 students, students with moderate scores are 6 students, and students with high score categories are 6 students.

Based on the table of learning outcomes 1.3 above, the Indonesian language learning outcomes of grade 4 SDN

Kebun 1 are in the medium or good category with an average score of 75.26. However, there are still many students who have low scores and below the KKM, which is 36.84% of students. As for students with medium and high level scores, the percentage is the same at 31.57%. Based on the scores that have been taken, it shows that the lowest score is 55 and the highest score is 90.

Impact of Reading Habits on Learning Outcomes of Grade 4 Students at SDN Kebun 1

Based on the two tables above, it is found that there are 2 students with the highest reading intensity above 1 hour, namely those named Devita and Jalil. Devita reads for 2 hours a day with an Indonesian score of 85. Jalil reads for 3 hours a day with an Indonesian score of 90. Meanwhile, the students with the shortest reading time are Alfin and Nazril. Alfin reads for 10 minutes a day and his Indonesian score is 55. Nazril reads books for 10 minutes a day with a higher Indonesian score of 60.

The first student who has a long reading time is Devita Aulia Putri Pratama, with a reading time of 2 hours. Based on the questionnaire results, it was found that Devita likes to read books every day, the books she often reads are theme books. This is because her parents accustom Devita to

reading, besides that Devita's parents also have a hobby of reading and collecting books. Devita often visits the library to read books and also borrows some books to read at home. Therefore, Devita really likes Indonesian lessons and she always understands what her teacher teaches so that she gets a score in the high category of 85.

The student who has the second longest reading time is Ahmad Abdil Jalil, with a reading time of 3 hours. Based on the results of the questionnaire Jalil rarely reads but if he reads he will spend 3 hours reading, he rarely reads textbooks he prefers to read storybooks. Jalil's parents rarely read books but like to collect books. Jalil often goes to the library and school reading corner to read and also often borrows books from the library to read at home. In addition, Jalil likes Indonesian lessons and always understands what the Indonesian teacher teaches, this makes Jalil get a high score of 90.

The student with the shortest reading time is Moh. Alfin, with a reading time of 10 minutes. Based on the questionnaire results, Alfin rarely reads books but if he reads, he will spend 10 minutes reading. In addition, Alfin's parents do not like reading so they do not accustom Alfin to reading books. Alfin never reads books in the library or at the reading corner or borrows books to read at home. Although

Alfin does not often read books, he likes Indonesian language subjects, Alfin's score in Indonesian language subjects is 55.

The student with the second shortest reading time is Moh. Nazril Ilham, with a reading time of 10 minutes. Based on the results of the questionnaire that has been filled in, Nazril does not read books every day but when he reads a book, he reads for 10 minutes. This is because Nazril's parents do not like reading and do not accustom their children to reading. In addition, Nazril rarely visited the library and reading corner and even borrowed books almost never. This had an impact on his Indonesian language score of 60.

Based on the above comparison, it can be seen that the reading habits of grade 4 students at SDN Kebun have an impact on Indonesian language learning outcomes. This can be proven from the students' reading time, the longer the time spent reading the higher the learning outcomes obtained so that parents and teachers can instill reading habits in children from the earliest possible age. The role of parents and teachers is very important to instill in children the habit of reading by inviting children to buy books, go to public or school libraries in order to help succeed in learning and get excellent results.

IV. CONCLUSION

The reading habits of 4th grade students at SDN Kebun 1 are still in the low category, with a reading time of only 51.3 minutes, which is still far from what is determined by UNESCO that reading books should be for 4 to 6 hours a day. This has a lot of impact on student learning outcomes, many student learning outcomes are still below the KKM. The results of the comparison of the length of time reading with learning outcomes obtained that children's reading habits have an impact on the learning outcomes of Indonesian language class 4 SDN Kebun 1. This can be proven from the students' reading time, the longer the time spent reading the higher the learning outcomes obtained so that parents and teachers can instill reading habits in children from the earliest possible age. The role of parents and teachers is very important to instill in children the habit of reading by inviting children to buy books, go to public or school libraries in order to help succeed in learning and get excellent results. However, not only reading habits

can have an impact on learning outcomes, there are many other things that also have an impact on student learning outcomes.

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