

THE EFFECT OF STUDENTS' READING INTEREST ON LEARNING OUTCOMES IN INDONESIAN LANGUAGE LESSON CLASS III AT SDN 1 PANUNGGUL

¹⁾ Zakkiyyatul Aula, ²⁾ Widia Nur Jannah, ³⁾ Prabawati Nurhabibah

^{1,2,3)} University of Muhammadiyah Cirebon

Email: ¹⁾zakkiyyah.aula@gmail.com, ²⁾widianurjannah87@gmail.com, ³⁾prabawati@umc.id

Correspondence Author : zakkiyyah.aula@gmail.com

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ABSTRACT

This research is motivated by the low learning outcomes of students in Indonesian subjects which are influenced by low interest in reading. The results of the preliminary study show that students' interest in reading is still low, which has an impact on their learning outcomes. This study aims to determine the influence of reading interest on the learning outcomes of grade III students in Indonesian language subjects at SDN 1 Panunggul. The research uses a quantitative approach with the *Pre-Experimental Design* method in the form of *One Group Pretest-Posttest Design*. The research subjects amounted to 34 students who were selected using saturated sampling techniques. Data was collected through learning outcome tests, reading interest questionnaires, and documentation, then analyzed using descriptive statistics, Shapiro-Wilk normality test, *Wilcoxon Signed Rank Test*, and N-Gain test. The results showed that the average reading interest increased from 73.94 to 85.41, while the average learning outcome increased from 66.47 to 82.79. The results of the Wilcoxon test obtained an Asymp. Sig. (2-tailed) of 0.000 (<0.05), which indicates a significant influence of reading interest on student learning outcomes. The average N-Gain value of 0.4662 is in the medium category, so learning using narrative text materials is considered quite effective in improving Indonesian learning outcomes. Thus, the increase in reading interest contributes positively to improving student learning outcomes.

Informasi Artikel

Kata Kunci:

Minat baca, hasil belajar, Bahasa Indonesia, Teks narasi, Sekolah dasar

ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya hasil belajar siswa pada mata pelajaran Bahasa Indonesia yang dipengaruhi oleh rendahnya minat baca. Hasil studi pendahuluan menunjukkan bahwa minat baca siswa masih rendah sehingga berdampak pada hasil belajar mereka. Penelitian ini bertujuan untuk mengetahui pengaruh minat baca terhadap hasil belajar siswa kelas III pada mata pelajaran Bahasa Indonesia di SDN 1 Panunggul. Penelitian menggunakan pendekatan kuantitatif dengan metode *Pre-Experimental Design* berbentuk *One Group Pretest-Posttest Design*. Subjek penelitian berjumlah 34 siswa yang dipilih menggunakan teknik sampling jenuh. Data dikumpulkan melalui tes hasil belajar, angket minat baca, dan dokumentasi, kemudian dianalisis menggunakan statistik deskriptif, uji normalitas Shapiro-Wilk, uji *Wilcoxon Signed Rank Test*, dan uji N-Gain. Hasil penelitian menunjukkan bahwa rata-rata minat baca meningkat dari 73,94 menjadi 85,41, sedangkan rata-rata hasil belajar meningkat dari 66,47 menjadi 82,79. Hasil uji Wilcoxon memperoleh nilai Asymp. Sig. (2-tailed) sebesar 0,000 (<0,05), yang menunjukkan adanya pengaruh signifikan minat baca terhadap hasil belajar siswa. Nilai rata-rata N-Gain sebesar 0,4662 berada pada kategori sedang, sehingga pembelajaran menggunakan materi teks narasi dinilai cukup efektif dalam meningkatkan hasil belajar Bahasa Indonesia. Dengan demikian, peningkatan minat baca berkontribusi positif terhadap peningkatan hasil belajar siswa.

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✉ **Corresponding Author:** (1) Zakkiyyatul Aula, (2) University of Muhammadiyah Cirebon, (4) Cirebon, Indonesia (5) Email: zakkiyyah.aula@gmail.com

1. Introduction

Reading ability is a skill to pronounce words and understand the meaning of writing. Especially for the elementary and junior high school levels, it has included Indonesian as one of the subjects. According to (Jannah, 2025) Indonesian language learning is designed to develop students' language skills, including speaking, listening, writing, and reading skills so that they can convey ideas or think critically and creatively. According to (Rahmadhani, 2024) Reading is a very important activity to obtain information from text. From the discussion, it shows that readers need to think in order to understand the content they read. Therefore, it can be concluded that reading is not just looking at writing without understanding its purpose, but a process that includes understanding and interpreting symbols, letters, punctuation, and others, so that the meaning that the writer wants to convey can be understood by the reader. Reading is not just about recognizing letters and words, but it is also an important aspect of the broader learning process. According to (Muhamad Al Furqoni, Prabawati Nurhabibah, 2025)

This is related to the development of knowledge, thinking skills, and understanding information to be able to face various challenges in life. According to (Munaffaroh & Nurhabibah, 2025) Reading activities are a complicated ability. Reading is an attempt to turn visible symbols into signs that are meaningful to a person, and this is then expressed verbally. The ability to read has a crucial position in building an educated society. By reading, students can explore a wide range of experiences and knowledge, which helps them in developing ideas and concepts. The success of students in learning is closely related to their reading skills, because through reading, they get a variety of essential information and knowledge. Reading is not just a skill, but also a very important basis for expanding students' viewpoints and understanding (Jannah, 2024). Meanwhile, according to (Curup & Lebong, 2022) there are several indicators to find out the interest in reading in a person, namely, interest in reading, reading preferences and hobbies, willingness and ability to read. There are factors that cause students' interest in reading to be low, namely internal factors and external factors.

The factors that affect students' interest in reading are:

1) Internal Factors

According to (Muhassin & Sulistyawati, 2024) Internal factors are factors that come from within students, which are included in internal factors such as intelligence (intelligence), interests, talents, emotions, physical, and attitudes.

- a. Lack of reading habits
 - b. Language Proficiency Level
 - c. Previous Reading Experience
- ### 2) External Factors

External Factors are factors that originate outside the individual but can affect individual learning outcomes, namely environmental factors such as family, school, community, and the surrounding environment (Handayani et al., 2021)

a. Family factors

According to Lestari in adison & suryani (2020) the first and main place where children learn.

In families, they learn the nature of beliefs, noble traits, communication and social interaction, and life skills.

b. School factors

School factors such as teachers, administration, and classmates can affect a student's learning process. A

harmonious relationship between the three can be a motivation for students to learn better at school. Sympathetic behavior and can be a role model for a teacher can be a driver for students to learn.

c. Environment

The environmental conditions of the community where they live will affect students' learning such as slum environments, many unemployed and abandoned children so that students have difficulty when they need study discussion partners. Other environmental factors include places to live/house during study, school buildings/buildings, learning equipment, and weather conditions.

However, the interest in reading in a person does not just grow without influencing factors. Furthermore (Carolina, 2025) explained that factors that affect children's interest in reading are due to internal factors such as intelligence, age, gender, reading ability, attitudes, and psychological needs. The external factors that affect reading interest such as the unavailability of suitable reading materials, social status, economy, ethnic group, peer influence, parents, teachers, television, and movies. Reading interest is a great motivation to do reading activities with the aim of learning something and getting information. Those who have a high motivation to read will be happy to seek out learning resources and read them mindfully.

This learning process includes several stages that are comprehensive and involve psychological, social, and skill development efforts. Learning is not only related to lessons, but also includes skills, interests, perceptions, and habits that are frequently practiced (Jannah, 2025). Learning is an activity that is carried out by a person deliberately in a conscious state in order to acquire a new concept, understanding, and knowledge so that a person can change behavior that is relatively fixed both in thinking, feeling, and in terms of acting (Susanto, 2016). Learning outcomes are the abilities that children acquire after going through learning activities. Because learning itself is a process of a person trying to obtain a form of behavior change that is relatively fixed. In learning activities or instructional activities, teachers usually set learning goals. A child who succeeds in learning is a child who succeeds in achieving learning goals. To find out that the learning results achieved are in accordance with the desired goals, it can be known through evaluation. The low learning outcomes of students are caused by the lack of optimal use of learning media, which makes students feel bored and uninterested in the learning process (Nurhabibah, 2025). Learning outcomes are essentially changes in a person's behavior that include cognitive, affective, and psychomotor abilities after following a certain teaching and learning process. According to (Fernando et al., 2024) Education and teaching are said to be successful if the changes that appear to students are the result of the teaching and learning process that they experience, namely the process they take through programs and activities designed and implemented by teachers in the teaching process. Based on student learning outcomes, it can be known the ability and development as well as the level of educational success.

According to (Ahmas syarifuddin, 2011) The success or failure of a person while learning is caused by several factors of achieving learning outcomes that affect him, namely those that come from within the student (internal factors) and also those that come from outside the student (external factors).

Factors that affect learning outcomes are divided into two

categories, namely: Factors that exist in the organism itself or what we call individual factors include growth maturity factors, intelligence, training, motivation and personal factors. Factors that exist outside the individual or what we call social factors, which include social factors, including family factors, teachers and teaching methods, tools used in teaching and learning, the environment and opportunities available, social motivation. Meanwhile, according to (Fatihul Huda dan Asrul Anan, 2018), Factors that affect student success cannot be separated from internal factors, namely biological conditions (normal physical condition, physical health conditions), psychological conditions (intelligence, willingness, talents, learning styles, memory, concentration), and external factors, namely the environment, family, school, society and time factors.

Based on some of the opinions above, it can be concluded that the factors that affect learning outcomes consist of internal and external factors that are interrelated. Internal factors include physical condition, intelligence, motivation, interests, talents, and other psychological aspects that come from within the student. Meanwhile, external factors include the family environment, school, community, learning infrastructure, teachers' teaching methods, and social conditions that can support or hinder the student learning process. These two factors play an important role in determining the quality of learning outcomes, so that student learning success will be optimal if internal and external factors support each other and create a conducive learning environment.

In learning evaluation, it is emphasized that the success of learning is not solely determined by the individual's ability as a whole, but that the learning acquisition will be better if it is done together in small well-structured learning groups. The progress of students' learning achievement is not only measured by the level of mastery of science but also by attitudes and skills. The learning objectives themselves are a number of learning outcomes that generally include new knowledge, skills and attitudes, which are expected to be achieved by students (Meilani, 2017).

Learning outcomes are a learning process that is obtained including cognitive, effective, and psychomotor abilities. In addition, in Indonesian subjects, especially in grade III of elementary school, learning outcomes can also be observed through students' ability to understand narrative texts. Understanding narrative texts is an important element of basic literacy competencies that include the ability to recognize characters, settings, simple storylines, and moral messages contained in the writing. At this stage, students are expected to be able to read the narrative text fluently, reconstruct the content of the reading in a clear order, and show an attitude of appreciation for the values in the story. Learning outcomes related to narrative texts in grade III can also be seen from students' ability to answer questions related to the content of the story, rearrange the sequence of events, and give opinions about the characters or events in the narrative.

In this way, achievement in narrative text learning outcomes not only measures the cognitive aspects of students, but also includes affective and psychomotor dimensions including the ability to re-express stories both verbally and in writing. Meanwhile, the learning outcomes of narrative texts also reflect the extent to which students can build a deeper understanding of the meaning of the stories they read. Students are not only expected to understand what is happening in the story, but also to understand how and why an event took place.

This shows the ability to think critically simply which is very important to develop at the elementary school level. In addition, students' ability to connect the content of the story with their personal experiences, portray the character of the character through their actions, and draw conclusions from the storyline is part of a significant indicator of learning success.

In terms of language skills, the learning outcomes of narrative texts are reflected in students' ability to use the new vocabulary they discover in reading, as well as their courage to retell the story in front of the class. This activity contributes to the development of confidence as well as speaking skills. Meanwhile, students' attitudes when reading such as interest in reading, seriousness in participating in literacy activities, and the ability to collaborate in group discussions are components of learning outcomes in the affective realm that are also assessed. Thus, learning narrative texts in grade III not only focuses on reading and understanding the content of the story, but also develops thinking skills, positive attitudes towards education, and integrated language skills. Based on the previous explanation, the researcher believes that reading interest still needs to be researched. The researcher hopes that this problem can be solved by looking at students' reading interests through their learning outcomes, so that it can improve student learning outcomes.

The same thing happened in the field, the results of preliminary studies showed that (29%) students at SDN 1 Panunggul had low learning outcomes, especially in Indonesian subjects. The data is strengthened by the results of interviews with grade III teachers on October 15, 2025, that students with low Indonesian learning outcomes are due to their low interest in reading. Similar findings based on the results of observations in the classroom are known that students' reading interest has only reached one main indicator, namely interest in reading. Meanwhile, the other two indicators, namely the love and hobby of reading, willingness and ability to read, are still relatively low. This condition shows that students do not fully have optimal learning interests, so that it has an impact on learning outcomes that are not optimal.

Based on the explanation above, the researcher believes that students' reading interest has an important role in Indonesian learning outcomes. Therefore, further research is needed to find out how much the interest in reading affects student learning outcomes. Through this

2. Research Methods

This study uses a quantitative approach with an experimental method. The quantitative approach is used because the research aims to determine the influence of students' reading interest on learning outcomes in Indonesian language lessons. The type of research design used is *Pre-Experimental Design* in the form of *One Group Pretest-Posttest Design*. This design uses one research group that was given a pretest before treatment and a posttest after being given treatment.

Table 1. *Research Design*

<i>Pretest</i>	<i>Treatment</i>	<i>Posttest</i>
O ₁	X	O ₂

Description:

O₁ = *pretest* value (before treatment)

X = subject given treatment

O₂ = *Posttest* score (after treatment)

This research was carried out at SDN 1 Panunggul in the even semester of the 2025/2026 school year. The results of the preliminary study showed that (29%) students at SDN 1 Panunggul had low learning outcomes, especially in Indonesian subjects. The data is strengthened by the results of interviews with grade III teachers on October 15, 2025, that students with low Indonesian learning outcomes are due to their low interest in reading. The subjects in this study are all grade III students of SDN 1 Panunggul which totals 34 students. The sampling technique uses saturated sampling (*total sampling*) because all members of the population are used as research samples so that the data obtained can describe the condition of students as a whole.

The data collection technique in this study was carried out through tests, questionnaires, and documentation. The test is used to measure the level of student learning outcomes in Indonesian subjects before and after being given treatment. The questionnaire was used to find out the level of reading interest of third grade students of SDN 1 Panunggul through a number of statements that have been compiled based on reading interest indicators including reading interest, reading interest and hobby, willingness and ability to read. Meanwhile, documentation is used as research supporting data, student work results, and other documents related to the implementation of research. The research instrument is in the form of a learning outcome test that is prepared based on learning outcome indicators, then an instrument test is carried out to determine the validity and reliability of the instrument. The validity test was carried out using the product moment correlation formula, while the reliability test used *Cronbach's Alpha* formula with the help of the *Statistical Product and Solutions (SPSS)* application version 22.

Table 2. *Results of the Validity Test of Learning Outcomes*

Question Number	R count	R table	Remarks
1	0,642	0,344	Valid
2	0,371	0,344	Valid
3	0,615	0,344	Valid

4	0,445	0,344	Valid
5	0,445	0,344	Valid
6	0,481	0,344	Valid
7	0,353	0,344	Valid
8	0,387	0,344	Valid
9	0,468	0,344	Valid
10	0,565	0,344	Valid
11	0,398	0,344	Valid
12	0,417	0,344	Valid
13	0,409	0,344	Valid
14	0,358	0,344	Valid
15	0,433	0,344	Valid
16	0,440	0,344	Valid
17	0,479	0,344	Valid
18	0,458	0,344	Valid
19	0,371	0,344	Valid
20	0,419	0,344	Valid

Table 3. *Results of the Reliability Test of Learning Outcomes Test*

<i>Reliability Statistics</i>	
<i>Cronbach's Alpha</i>	<i>N of Items</i>
0,774	20

Based on Table 2. The results of the validity test of learning outcomes showed that all question items had a Rcal value greater than the Rtable of 0.344. Thus, all questions are declared valid and can be used to measure students' learning outcomes. Furthermore, based on table 3. *Cronbach's Alpha* value was obtained at 0.774. Therefore, the learning outcome test instrument was declared reliable and suitable for use as a data collection tool in research.

Then it was followed by a reading interest questionnaire trial to find out the initial condition of students' reading interest before the implementation of learning narrative text material. The validity test was carried out using the product moment correlation formula, while the reliability test used *Cronbach's Alpha* formula with the help of the *Statistical Product and Solutions (SPSS)* application version 22.

Table 4. *Results of the Validity Test of Reading Interest Questionnaire*

Statement points	R count	R table	Remarks
1	0,431	0,344	Valid
2	0,396	0,344	Valid
3	0,395	0,344	Valid
4	0,478	0,344	Valid
5	0,381	0,344	Valid
6	0,459	0,344	Valid
7	0,387	0,344	Valid

8	0,426	0,344	Valid
9	0,564	0,344	Valid
10	0,386	0,344	Valid
11	0,408	0,344	Valid
12	0,428	0,344	Valid
13	0,486	0,344	Valid
14	0,400	0,344	Valid
15	0,417	0,344	Valid
16	0,423	0,344	Valid
17	0,426	0,344	Valid
18	0,407	0,344	Valid
19	0,425	0,344	Valid
20	0,499	0,344	Valid

Table 5. *The Importance of Reading Confidence Test*

Reliability Statistics	
Cronbach's Alpha	N of Items
0,767	20

Based on Table 5. The results of the validity test of the reading interest questionnaire showed that all question items had a calculated R value greater than the table R of 0.344. Thus, all questions are valid and can be used to determine the level of students' reading interest. Furthermore, based on table 3. Cronbach's Alpha value was obtained as 0.767. Therefore, the reading interest questionnaire was declared reliable and suitable for use as a data collection tool in research.

The data analysis technique in this study is carried out in stages to obtain a comprehensive picture of the research results. The initial analysis used descriptive statistics that aimed to determine the condition of students' reading interest level on learning outcomes before and after treatment through average scores, minimum scores, and maximum scores of *pretest* and *posttest* results. Furthermore, the normality test is carried out using the *Shapiro-Wilk* test to determine the distribution of research data as the basis for determining the appropriate hypothesis testing technique. The test results showed that the research data was not normally distributed, so the hypothesis analysis was continued using the *Wilcoxon Signed Rank Test* as a nonparametric test to determine the difference in students' *pretest* and *posttest* results to determine the influence of reading interest on the Indonesian language learning outcomes of third grade students of SDN 1 Panunggul. In addition, the N-Gain test is used to determine the increase in learning outcome scores between before and after the application of a treatment.

3. Results and Discussion

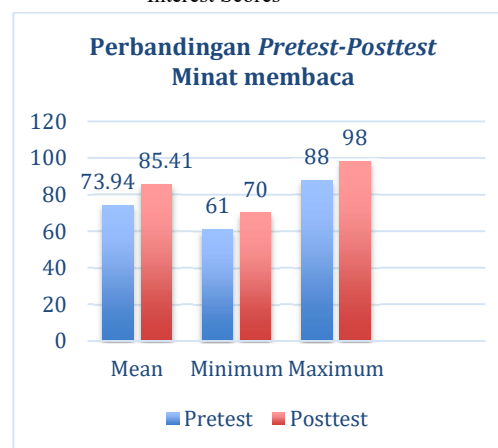
The results of the reading interest in learning research show that the application of narrative text material learning provides changes in students' reading ability. After participating in learning with narrative text material, students' reading interest

ability has increased compared to before it was given treatment. The increase can be seen from the difference in the pretest and posttest results obtained by students.

Table 6. *Pretest and Posttest Results of Student Reading Interest Questionnaire*

Aspects	Pretest	Posttest
Total	2.514	2.904
Minimum score	61	70
Maximum score	88	98
Average score	73,94	85,41

Figure 1. Comparison Chart of *Pretest* and *Posttest* Reading Interest Scores



Based on Table 6. And Figure 1 is known that the ability of reading interest has increased after the application of learning narrative text material. The average score of the students' pretest before being given treatment was 73.94 with a minimum score of 61 and a maximum score of 88. These results show that there are still some students who have low interest in reading, so learning is needed that can increase students' interest in reading activities.

After applying the learning of narrative text material, the average posttest score increased to 85.41 with a minimum score of 98 and a maximum of 70. This improvement shows that the learning treatment of narrative text material that is applied is able to increase the motivation of interest in reading, be more active in learning activities, and be more enthusiastic in understanding the content of reading. In addition, the comparison chart of pretest and posttest scores also shows a significant increase in students' reading interest after

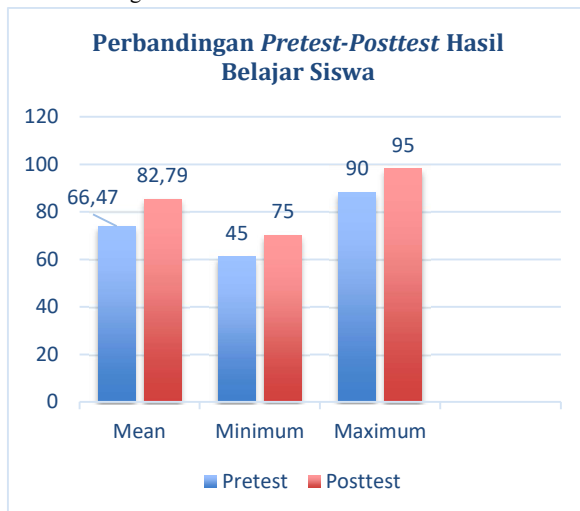
being given treatment. Thus, the application of narrative text material learning has a positive effect to the reading interest of third grade students of SDN 1 Panunggul.

Next, to find out the comparison of student learning outcomes, it can be seen in the results of the test before and after using the narrative text learning material. The increase can be seen from the difference in the pretest and posttest results obtained by students.

Table 7. *Pretest* and *Posttest* Results of Student Learning Outcomes

Aspek	Pretest	Posttest
Jumlah	2.260	2.815
Nilai Minimum	45	75
Nilai Maksimum	90	95
Nilai Rata-rata	66,47	82,79

Figure 2. Comparison Chart of *Pretest* and *Posttest* Scores of Student Learning Outcomes



Based on Table 7. And Figure 2 is known that the average score of the students' pretest before being given treatment is 66.47 with a minimum score of 45 and a maximum score of 90. These results show that the achievement of student learning outcomes before being given treatment using narrative text learning materials is still unsatisfactory. Therefore, the right teaching method is needed so that students can improve learning outcomes well so that the learning outcomes of students will increase.

After the application of narrative text learning materials, the average *posttest* score increased to 82.79 with a minimum score of 75 and a maximum score of 95. The increase shows that student learning outcomes in Indonesian subjects have increased after the learning process has been implemented.

Furthermore, a normality test was carried out using *Shapiro-Wilk* to find out whether the research data was normally distributed or not as a basis for determining the statistical analysis techniques used in hypothesis testing.

Table 8. Normality Test Results

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.125	34	.200	.958	34	.215
Posttest	.187	34	.004	.878	34	.001

a. Lilliefors Significance Correction

Based on table 8. It is known that the pretest significance value is 0.215 and the posttest significance value is 0.001. The significance value of the two data is less than 0.05 so that the research data is declared not to be normally distributed. These results show that the data do not meet the requirements for the use of parametric tests. Therefore, hypothesis testing was continued using the *Wilcoxon Signed Rank Test* as an alternative to a nonparametric test to determine the difference in student learning outcomes.

Tabel 9. Hasil Uji *Wilcoxon Signed Rank Test Statistics*^a

		Posttest - Pretest
Z		-5.116 ^b
Asymp. Sig. (2-tailed)		.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the results of the *Wilcoxon Signed Rank Test* in table 9, the *Asymp value is known*. Sig. (2-tailed) is worth 0.000 because the value of 0.000 is smaller < 0.05. These results show that there is a significant difference between students' *pretest* and *posttest* scores. These differences indicate changes in learning outcomes after the treatment is given. Thus, it can be concluded that students' reading interest has a significant influence on learning outcomes in Class III Indonesian subjects at SDN 1 Panunggul.

This influence shows that students' interest in reading is getting better in understanding the learning material of narrative texts. Students who have a high interest in reading tend to be more active in seeking information, understanding the content of reading, and having a broader vocabulary than students who have less interest in reading. This condition helps students to follow the learning process more effectively so that it has an impact on improving learning outcomes. In addition, a good interest in reading can encourage students to learn independently and improve critical thinking skills. Through narsi text learning, students can gain various new knowledge that supports understanding of the material being taught.

Table 9. *N-Gain Test Results*

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
NGain_score	34	.20	.80	.4662	.16751
NGain_percent	34	20.00	80.00	46.6231	16.75139
Valid N (listwise)	34				

Based on the results of the calculation of the N-Gain test, it shows that the average value of the N-Gain score is 0.4662, which means that referring to the table of the N-Gain score distribution category, it shows that this value is less than 0.7, then the category obtained is moderate. Thus, the effectiveness is moderate. With a minimum N-Gain score of 0.20 and a maximum of 0.80. It can be concluded that the use of narrative text learning materials is quite effective in improving the learning outcomes of Indonesian language in grade III at SDN 1 Panunggul.

Increased reading interest shows that the treatment or learning strategy applied is able to create a more interesting learning atmosphere, encourage students' curiosity, and increase their involvement in reading activities. As students' interest in reading increases, their motivation to seek information, understand subject matter, and develop knowledge independently will also increase. The results of the study show that the learning of narrative text material has a positive influence on the reading interest of third grade students of SDN 1 Panunggul in Indonesian subjects. This increase can be seen from the attitude of students who are more interested in reading, more active in learning activities, and more enthusiastic in understanding the content of reading. The increase in the lowest and highest grades indicates that the learning used not only has an impact on certain groups of students, but is able to have a positive influence on all students with various levels of ability. In other words, the learning process carried out is able to help students who have learning difficulties while optimizing the potential of students who already have good abilities. This state of affairs indicates that the majority of students have reached the expected level of understanding of the material. This achievement is an indicator that the learning strategies used are effective in improving understanding of concepts, skills, and overall student learning outcomes. Thus, the increase in learning outcomes that occur is not only seen from the increase in average scores, but also from the achievement of the learning

completeness standards that have been set by the school. Based on the results of the analysis of the *Wilcoxon test*, an Asymp value has been obtained. Sig. (2-tailed) is worth 0.000 because the value of 0.000 is smaller < 0.05 then it can be concluded that "H1 is accepted". This means that there is a difference between the learning outcomes for the pretest and posttest, so it can be concluded that "there is an influence of students' reading interest on learning outcomes in Class III Indonesian lessons at SDN 1 Panunggul". These results show that there is a significant difference between students' pretest and posttest scores. These differences indicate changes in learning outcomes after the treatment is given.

This influence shows that students' interest in reading is getting better in understanding the learning material of narrative texts. Students who have a high interest in reading tend to be more active in seeking information, understanding the content of reading, and having a broader vocabulary than students who have less interest in reading. This condition helps students to follow the learning process more effectively so that it has an impact on improving learning outcomes. In addition, a good interest in reading can encourage students to learn independently and improve critical thinking skills. Through narrative text learning, students can gain various new knowledge that supports understanding of the material being taught. Therefore, increasing reading interest needs to be a concern for teachers and parents through the provision of interesting reading materials, reading habits, and motivation for students to love reading.

The results of this study are in line with the theory that interest is one of the internal factors that affect student learning success. When students have a high interest in reading activities, they will find it easier to receive, process, and remember the information obtained. Thus, efforts to increase reading interest can be one of the effective strategies to improve student learning outcomes, especially in Indonesian subjects. Thus, it can be concluded that students' reading interest has a significant influence on learning outcomes in Class III Indonesian subjects at SDN 1 Panunggul.

4. Research Documentation

The following documentation shows the implementation of learning narrative text materials.

Figure 1. *Pretest Activities*



Students work on the *pretest* questions for the reading interest questionnaire and continue by doing the *pretest* questions for learning outcomes.

Figure 2. Narrative text learning *treatment* activities



Students carry out learning activities together with narrative text learning materials.

Figure 3. Narrative Text Learning *Treatment* Activities



Students carry out narrative text learning activities by dividing groups into 4 groups.

Figure 4. Narrative text learning *treatment* activities



Students carry out learning activities by dividing into groups, each group representative comes to the front of the class to explain the arrangement of the illustrated narrative story text.

Figure 5. *Posttest* Activities



Students work on the *posttest* questions of reading interest questionnaire and continue by working on the *posttest* questions of learning outcomes

5. Conclusion

Kemampuan minat baca merupakan tingkat ketertarikan dan kemampuan seseorang dalam melakukan kegiatan membaca sehingga dapat memahami isi bacaan dengan baik. Berdasarkan hasil kemampuan minat baca siswa dalam penggunaan pembelajaran materi teks narasi menunjukkan bahwa pembelajaran tersebut memberikan pengaruh baik terhadap siswa kelas III SDN 1 Panunggul pada mata pelajaran

Bahasa Indonesia. Peningkatan tersebut terlihat dari nilai rata rata *pretest* yaitu 74% dan nilai rata rata *posttest* yaitu 85%. Hal ini menunjukkan bahwa kemampuan minat baca siswa meningkat menjadi 11%. Dengan demikian, pembelajaran materi teks narasi dapat membantu meningkatkan kemampuan minat baca siswa pada mata pelajaran Bahasa Indonesia. Dengan hasil minat baca tersebut hasil belajar peserta didik kelas III mengalami peningkatan karena kemampuan minat baca siswa berpengaruh. Hal ini terlihat dari hasil belajar siswa yang mengalami peningkatan setelah diberikan perlakuan. Sebelum perlakuan diberikan, rata-rata hasil belajar siswa sebesar 66% sedangkan setelah perlakuan meningkat menjadi 82%. Peningkatan rata-rata tersebut menunjukkan bahwa perlakuan yang diterapkan mengalami kenaikan 16%. Dengan demikian, dapat disimpulkan bahwa pembelajaran yang diberikan dalam meningkatkan hasil belajar siswa meningkat 16%, berhasil mencapai tujuan pembelajaran yang telah ditetapkan. Penelitian ini membuktikan bahwa minat baca siswa berpengaruh terhadap hasil belajar hal ini di buktikan dengan hasil uji normalitas yaitu Uji *Wilcoxon*, dalam penelitian ini untuk menjawab hipotesis yang di lakukan untuk mengetahui penerimaan atau penolakan hipotesis yang diajukan. Uji hipotesis menggunakan uji *wilcoxon* jika Asymp. Sig. (2-tailed) < 0,05 maka H_1 diterima, sebaliknya jika nilai Asymp. Sig. (2-tailed) > 0,05 maka H_0 ditolak. Berdasarkan hasil analisis uji *Wilcoxon* telah diperoleh nilai Asymp. Sig. (2-tailed) bernilai 0,000 karena nilai 0,000 lebih kecil < 0,05 maka dapat disimpulkan bahwa " H_1 diterima". Artinya ada perbedaan antara hasil belajar untuk *pretest* dan *posttest*, sehingga daapt disimpulkan bahwa "terdapat pengaruh minat baca siswa terhadap hasil belajar pada pelajaran Bahasa Indonesia Kelas III di SDN 1 Panunggul".

The ability to read interest is the level of interest and ability of a person to do reading activities so that they can understand the content of reading well. Based on the results of students' reading interest in the use of narrative text material learning, it shows that this learning has a good influence on grade III students of SDN 1 Panunggul in Indonesian subjects. This increase can be seen from the average pretest score of 74% and the average posttest score of 85%. This shows that students' reading interest ability increased to 11%. Thus, learning narrative text material can help improve students' reading interest in Indonesian subjects. With the results of reading interest, the

learning outcomes of grade III students have increased because students' reading interest ability is affected. This can be seen from the learning outcomes of students who have improved after being given treatment. Before the treatment was given, the average student learning outcome was 66% while after *treatment* it increased to 82%. The average increase shows that the treatment applied has increased by 16%. Thus, it can be concluded that the learning provided in improving student learning outcomes increased by 16%, successfully achieving the learning goals that have been set. This study proves that students' reading interest affects learning outcomes, this is evidenced by the results of the normality test, namely the *Wilcoxon Test*, in this study to answer the hypothesis that is carried out to determine the acceptance or rejection of the hypothesis proposed. Hypothesis test using the wilcoxon test if Asymp. Sig. (2-tailed) < 0.05 then H1 is accepted, on the other hand, if the value of Asymp. Sig. (2-tailed) > 0.05 then HO is rejected. Based on the results of the analysis of the *Wilcoxon test*, an Asymp value has been obtained. Sig. (2-tailed) is worth 0.000 because the value of 0.000 is smaller < 0.05 then it can be concluded that "**H1** is accepted". This means that there is a difference between the learning outcomes for the *pretest* and *posttest*, so it can be concluded that "there is an influence of students' reading interest on learning outcomes in Class III Indonesian lessons at SDN 1 Panunggul".

6. References

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