

THE INFLUENCE OF LEARNING MOTIVATION AND INTEREST IN READING ON ACADEMIC ACHIEVEMENT

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Abstract

This study aimed to examine the effect of learning motivation and interest in reading on academic achievement. This study uses quantitative data, data collection methods through distributing questionnaires, and observations. The population of this study amounted to 400 people, using the sampling method of the Slovin formula, as many as 200 respondents. Testing using validity and reliability tests, as well as multiple linear regression analysis tests. The results of this study state that learning motivation affects learning achievement, reading interest affects learning achievement, and learning achievement and reading interest affect learning achievement. Therefore, the role of lecturers and universities is expected to design several learning programmes that can encourage both aspects in a balanced manner. Then, further research can adopt this variable or can explore and examine other variables, such as parental support, learning environment, emotional intelligence, or teaching methods, as determinants of learning achievement.

Keywords: *learning motivation; interest in reading; academic achievement.*

Abstrak

Tujuan penelitian ini adalah untuk menguji pengaruh motivasi belajar dan minat membaca terhadap prestasi akademik. Penelitian ini menggunakan data kuantitatif, metode pengumpulan data melalui penyebaran angket dan observasi. Populasi penelitian ini berjumlah 400 orang dengan menggunakan metode sampling rumus Slovin sebanyak 200 responden. Pengujian menggunakan uji validitas dan reliabilitas, serta uji analisis regresi linier berganda. Hasil penelitian ini menyatakan bahwa motivasi belajar mempengaruhi prestasi belajar, minat membaca mempengaruhi prestasi belajar, dan secara bersamaan prestasi belajar dan minat membaca mempengaruhi prestasi belajar. Oleh karena itu, peran dosen dan pihak perguruan tinggi diharapkan dapat merancang beberapa program pembelajaran yang bisa mendorong kedua aspek tersebut secara berimbang. Kemudian penelitian selanjutnya dapat mengadopsi variabel ini atau dapat mengeksplorasi dan mengkaji variabel-variabel lain seperti dukungan orang tua, lingkungan belajar, kecerdasan emosional, atau metode pengajaran sebagai faktor penentu prestasi belajar.

Kata Kunci: motivasi belajar; minat membaca; prestasi akademik.

Introduction

Efforts to improve the quality of human resources is one of the absolute requirements to achieve development goals in the field of science. To create quality human resources, education is needed, because education is very important to improve individual development in terms of mastery of science, social skills, and relationships (Sulastri, 2017) and (Nasrip & Pono, 2025).

The learning process is formulated by the learning management/educational curriculum. However, for this to be realised, the atmosphere in the classroom must be well organised (favourable). Lecturers also need to understand the potential of their students. Student potential can include physical potential and psychological potential. These two main potentials grow and develop as the environment changes. Physical potential will be related to physical development, while psychological potential includes creativity, taste, initiative, and the ability to develop talent (Nasrip et al., 2023). In general, the growth and development of students can be influenced by environmental conditions, including social interactions. In this case, learning motivation is one of the factors that determine learning outcomes. Where students will learn well if they have a driving factor. Learning motivation is an internal and external drive towards student learning behaviour and usually has several indicators or supporting elements (Uno, 2011). Motivation is needed for someone to carry out their activities.

Students, parents, and lecturers always try to improve good academic performance and quality after graduation, so they must know how to achieve good academic performance. One of the factors that can arise from the students' environment or from outside that can determine the success or failure of a learning outcome is an increase in learning motivation. It cannot be denied that learning motivation is one aspect that plays an important role in the process of realising learning goals. Learning motivation can also influence and be influenced by students' emotions, psychomotor, and cognition. According to Ana (2021) argues that motivation can make students serious about learning. Learning motivation plays an important role in academic achievement, but educational institutions themselves do not play a major role in academic achievement. Therefore, learning support tools and learning motivation are needed to improve student achievement (Arrixavier & Wulanyani, 2020).

In addition to motivation, there is also an interest in reading, which can affect academic achievement. Setiantanti (2017) states that academic achievement is one indicator of educational progress, namely by looking at the learning outcomes achieved by students. Educational success is measured by the academic achievement of students who have completed a certain level of education (Irfan, 2018). Thus, it can be said that students' interest in reading turns out to be a predictor of academic achievement. So the higher the student's interest in reading, the higher the academic achievement (Sundari, 2021). The purpose of this study was to examine the effect of motivation and interest in reading on academic achievement.

Literature Review

According to M. Takrim (2020) learning motivation is the entire psychological driving force that exists in individual students that can stimulate learning to achieve learning goals. Meanwhile, according to Rakhmat (2020), it is the motivation that seems to produce results in the learning process. Learning motivation is a very important factor in the learning process because learning motivation can be influenced by students' unconscious active and passive participation in the learning process in learning. Motivation can be a fundamental

drive or a strong internal and external drive of a person or their talent. As an educational resource, motivation is the process of arousing, maintaining, and controlling interest (Tresnavati, 2019). This is under previous research conducted (Ana, 2021), which argues that student motivation can make students serious in learning. Learning motivation plays an important role in academic achievement, but educational institutions themselves do not play a major role in academic achievement. Therefore, learning support tools and learning motivation are needed to improve student achievement (Arrixavier & Wulanyani, 2020). There are several indicators, including: the need for achievement, power, and affiliation (Nasrip et al., 2023).

Based on the above definition, we can conclude that motivation is a driving force or encouragement for someone to achieve or obtain maximum performance or achievement results, which can be one way to realise career opportunities or achievements, both in academic and non-academic fields. There are several indicators including: change, physical needs and encouragement.

According to (Wulansari & Manoy, 2021) states that learning with a sense of joy during the process students pay more attention so that it facilitates learning is called learning interest. As discussed in previous research by Setiantanti (2017) that academic achievement is an indicator of educational progress, namely by considering the learning outcomes achieved by students. Educational success is measured by the academic achievement of students who have completed a certain level of education (Irfan, 2018).

An effective and efficient learning process greatly affects the success of a student in achieving maximum learning outcomes. Academic achievement plays a role in determining the success or failure of educational achievement because value does depend on the student's own learning process, as well as the level of student development in participating in teaching activities (Mustakim, 2021). Learning achievement in this study is the result of measuring the evaluation of learning efforts, expressed in the form of symbols, letters, or sentences, which reflect the results achieved by each person during a certain period. The level of academic achievement is measured by the average score. The higher the GPA obtained, the higher the academic achievement of the subject (Arrixavier & Wulanyani, 2020). Learning achievement is the result achieved by students during learning and within a certain period of time, the results are presented in the form of teacher assessments of students to show students' mastery of the material presented (Wulansari & Manoy, 2020). Thus, it can be concluded that learning achievement is the result of measuring learning.

This study has the following hypothesis:

Hypothesis_1: Is there an effect of Learning Motivation on Learning Achievement

Hypothesis_2: Is there an effect of Reading Interest on Learning Achievement

Hypothesis_3: Is there a simultaneous effect of Motivation to Learn and Interest in Reading on Learning Achievement?

In this study, the framework in this study is as follows:

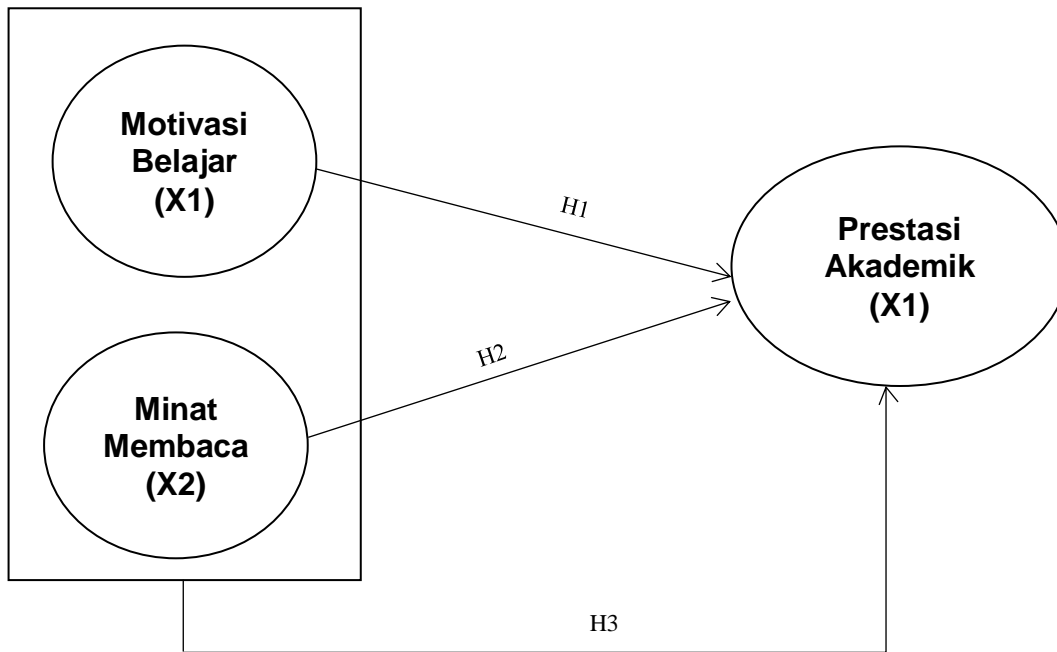


Figure 1. Framework Research
Source: Researcher

Research Methods

This research uses quantitative methods. According to Sugiyono (2018), quantitative data is a research method based on empirical (specific data) in which research data is presented in the form of numbers and will be measured using statistics as a computational test tool in accordance with research questions to obtain conclusions. The instrument used in the study was a questionnaire containing several questions with Likert scale measurements. The population was 400 students who participated in this study. The sample in the study was 200 respondents using the Slovin formula. The data collection method uses a questionnaire, observation, and data analysis using validity test, reliability test, multiple linear regression test, determination coefficient test (R-squared), and hypothesis testing using SPSS version 17.

Result and Discussions

Results

Table 1. Validity Test Results

Variable	Indicator	Pearson Correlation	Sig.	Description
Learning motivation (X1)	MB1	0,678	0,000	Proven
	MB2	0,579	0,000	Proven
	MB3	0,684	0,000	Proven
	MB4	0,759	0,000	Proven
	MB5	0,541	0,000	Proven

	MB6	0,677	0,000	Proven
	MB7	0,632	0,000	Proven
	MB8	0,769	0,000	Proven
	MB9	0,641	0,000	Proven
Reading Interest (X2)	MM1	0,164	0,021	Proven
	MM2	0,781	0,000	Proven
	MM3	0,796	0,000	Proven
	MM4	0,800	0,000	Proven
	MM5	0,711	0,000	Proven
	MM6	0,690	0,000	Proven
	MM7	0,630	0,000	Proven
	MM8	0,619	0,000	Proven
	MM9	0,626	0,000	Proven
Academic Achievement (Y)	PB1	0,605	0,000	Proven
	PB2	0,622	0,000	Proven
	PB3	0,650	0,000	Proven
	PB4	0,615	0,000	Proven
	PB5	0,750	0,000	Proven
	PB6	0,673	0,000	Proven
	PB7	0,746	0,000	Proven
	PB8	0,682	0,000	Proven
	PB9	0,677	0,000	Proven

Based on the test results above, it can be seen that the variables 'Reading Motivation' (X1), 'Reading Interest' (X2), and 'Learning Success' (Y) can be declared valid because the significance value is <0.05 .

Table 2. Reliability Test Results

Variable	Cronbach Alpha	Standard Alpha	Number of Items	Description
Learning motivation (X1)	0,841	0,60	9	Reliabel
Reading Interest (X2)	0,819	0,60	9	Reliabel
Academic Achievement (Y)	0,839	0,60	9	Reliabel

Based on the test results given above, all variables are declared reliable because the Cronbach's alpha value $>$ the standard alpha. This means that all statement items on the questionnaire are acceptable or reliable so that they can be continued for further testing.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	11.493	2.106		5.457	.000
Motivasi	.467	.048	.534	9.657	.000
Minat Membaca	.303	.056	.302	5.465	.000

a. Dependent Variable: Prestasi Belajar

Figure 2. Results of the t-test
Source: Output SPSS, 2026

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2134.874	2	1067.437	66.192	.000 ^a
	Residual	3176.881	197	16.126		
	Total	5311.755	199			

a. Predictors: (Constant), Minat Membaca, Motivasi

b. Dependent Variable: Prestasi Belajar

Figure 3. F Test Results
Source: Output SPSS, 2026

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.634 ^a	.402	.396	4.016

a. Predictors: (Constant), Minat Membaca, Motivasi

Figure 4. R Square Results
Source: Output SPSS, 2026

Correlation Coefficient ($R = 0.634$). This value indicates a strong and positive relationship between the independent variable (learning motivation and interest in reading) and the dependent variable (learning achievement). In the context of social research, a correlation of 0.6-0.7 is included in the moderate to strong correlation category (Sugiyono, 2018). Meanwhile, the coefficient of determination ($R^2 = 0.402$), this value indicates that 40.2% of the variation in learning achievement can be explained by the variables of learning motivation and interest in reading. The remaining 59.8% is influenced by other variables not examined in this model, such as learning methods, learning environment, cognitive ability, social factors, and so on.

Discussion

1. Effect of Learning Motivation on Learning Achievement

The results of the analysis show that learning motivation has a significant effect on learning achievement, with a significance value of 0.000. This value is far below the conventional significance limit ($\alpha = 0.05$), which means that the null hypothesis is rejected, and there is a strong relationship between learning motivation and learning achievement. This is consistent with the findings of several previous studies, which state that students' intrinsic motivation drives higher academic achievement (Arrixavier & Wulanyani, 2020); (F. A. Halawa & Fensi, 2020); (Wulansari & Manoy, 2020); and (Sidiq & Nuswantoro, 2021). Students with high motivation tend to be more persistent, have better learning strategies, and can manage time and resources more effectively. The higher the students' learning motivation, the higher their tendency to achieve good academic performance.

2. The Effect of Reading Interest on Learning Achievement

Individually, reading interest also has a significant effect on learning achievement, with a significance value of 0.000. This reinforces the view that reading interest as part of cognitive literacy is highly correlated with academic success (Zuriyati & Harapan, 2020); (N. Halawa, 2020); (Wulansari & Manoy, 2020); and (Sundari, 2021). Reading interest encourages students to explore information, broaden their horizons, and deepen their understanding of various subject matter. Students with high reading interest find it easier to understand complex concepts and have better analytical and synthesis skills.

3. The Effect of Learning Motivation and Interest in Reading Together (Simultaneously) on Learning Achievement

In the simultaneous test, the combination of learning motivation and reading interest also showed a significant effect on learning achievement (significance value = 0.000). This means that these two variables together contribute greatly to students' academic achievement. This model reflects the importance of a holistic approach in the educational process. When students have strong internal motivation and interest in literacy activities such as reading, they will be better prepared to face academic challenges. Research by Wibayanti et al. (2020) showed that the integration of motivation and reading habits significantly affected students' critical thinking skills and learning outcomes. The combination of learning motivation and reading interest is a strong predictor of academic success. Both complement each other and strengthen the students' learning process.

Conclusion

This study concludes that learning motivation and interest in reading have a significant effect on learning achievement, both partially and simultaneously, providing evidence that increasing learning motivation and interest in reading (developing a culture of literacy) is a very important strategy to improve student achievement. Therefore, the role of lecturers and universities is expected to design several learning programmes that can encourage both aspects in a balanced manner.

Based on the findings of this study, some suggestions can be made in designing learning strategies that are able to increase motivation, such as the application of project-based learning models, strengthening positive feedback, and rewarding students' efforts and achievements. Then there is a need to develop a more varied and fun school literacy programme to foster interest in reading, for example, through shared reading activities, class reading corners, and literacy competitions. For Further Researchers: because this study still explains only 40.2% of the variance, further research can examine other variables, such as parental support, learning environment, emotional intelligence, or teaching methods, as determinants of learning achievement.

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