



# The Role of the Learning Environment and Improving Academic Performance Through Reading Interest

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## ABSTRAK

Banyak pelajar belum menguasai bahasa Indonesia dengan baik, sebagaimana terbukti dari nilai ulangan harian yang sebagian besar berada di kategori menengah ke bawah. Fenomena ini menarik untuk dikaji dalam konteks peningkatan prestasi belajar siswa. Oleh karena itu, penelitian ini bertujuan untuk menganalisis pengaruh lingkungan belajar terhadap prestasi belajar bahasa Indonesia, dengan minat membaca sebagai mediatornya. Penelitian ini menggunakan metode kuantitatif dengan populasi siswa yang telah mengikuti mata pelajaran Bahasa Indonesia sebanyak 815 orang. Dengan tingkat kelonggaran ketidaktepatan 5%, jumlah sampel yang diambil adalah 262 siswa. Analisis dilakukan dengan menggunakan Structural Equation Modeling (SEM). Hasil penelitian menunjukkan bahwa prestasi belajar bahasa Indonesia meningkat karena pengaruh positif lingkungan sekolah dan motivasi membaca yang berkontribusi terhadap minat membaca siswa. Minat membaca terbukti mampu memediasi pengaruh lingkungan sekolah terhadap prestasi belajar. Implikasi dari penelitian ini adalah bahwa lingkungan belajar yang kondusif serta kerjasama antara guru, orang tua, dan komunitas sangat penting untuk mendukung siswa mencapai potensi maksimal mereka. Hal ini juga berpengaruh pada peningkatan minat membaca dan prestasi belajar siswa.

## ABSTRACT

Many students have not mastered the Indonesian language well, as evidenced by their daily test scores, which mostly fall in the middle to lower categories. This phenomenon is intriguing to explore in the context of improving student learning achievement. Therefore, this study aims to analyze the influence of the learning environment on Indonesian language learning achievement, with reading interest as the mediator. This research employs a quantitative method with a population of 815 students who have taken the Indonesian language course. With a margin of error of 5%, the sample size selected is 262 students. The analysis is conducted using Structural Equation Modeling (SEM). The research findings indicate that Indonesian language learning achievement improves due to the positive influence of the school environment and reading motivation, which contributes to students' reading interest. Reading interest has been proven to mediate the influence of the school environment on learning achievement. The implications of this study are that a conducive learning environment and collaboration among teachers, parents, and the community are crucial to support students in reaching their maximum potential. This also impacts the enhancement of students' reading interest and learning achievement.

## 1. INTRODUCTION

Teaching Indonesian is not just language knowledge, nor just literature that can help readers realize it in a socio-cultural academic context. When learning Indonesian in secondary schools is successful, students are able to create and use texts according to their respective goals and social functions (Agustina, 2021; Lestari & Siswanto, 2015). It is often seen that many Indonesian people have not mastered the Indonesian language properly and correctly, including students. Many students combine Indonesian with the language they use every day or with regional and international languages (Dwihartanti & Faizah, 2018; Friantary & Martina, 2018; Mansoor & Ghozali, 2023). The results of initial observations at State High Schools in Malang City show that the daily test scores for Indonesian language subjects in class XI Social Specialization students in the odd semester TP 2023/2024, still in the lower middle category. Student

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academic achievement in Indonesian language subjects is below the minimum achievement standard (KKM) which has a KKM of 80. This situation occurs because the process of learning Indonesian is often conducted with monotonous and less varied teaching methods, making students bored and uninterested in participating in the lessons. Additionally, an unsupportive learning environment, both at school and at home, also affects the learning of the Indonesian language

This phenomenon has sparked interest in conducting research on the achievement of learning the Indonesian language. Learning achievement is the level of student achievement of the goals set by each field of study during a certain period of time after following the curriculum (Candrasa & Cen, 2023; Faizi et al., 2022; Sukendar et al., 2018). Learning achievement is a measurement result shown by numbers or statements that show students' mastery of subject matter (Villanueva, 2023; Vivi Erpianti et al., 2021). There are three levels of learning achievement: the cognitive domain, the affective domain, and the psychomotor domain (Khadka et al., 2023; Winatha & Setiawan, 2020). The cognitive domain includes intellectual abilities which consist of six components: knowledge or memory, understanding, application, analysis, synthesis, and evaluation. The affective domain looks at how students behave, including attention to lessons, discipline, desire to learn, respect for teachers and classmates, study habits, and social relationships. In the psychomotor domain, it includes motor abilities to organize and move activities.

Students will be better at learning Indonesian if they have a good learning environment. A conducive learning environment is an environment where students interact with each other (Jumrawarsi & Suhaili, 2021; Lemay et al., 2021; Munna & Kalam, 2021). For the growth and development of students effectively and efficiently and to achieve goals optimally, a pleasant learning environment must be created and maintained. For growth and development student can done with effective and efficient and to achieve goals can achieved completely, situation fun learning this must created and maintained. The learning environment is the place or facility that is most often used as a learning medium during the learning process (Pahrun & Bidalo, 2020; Pemba et al., 2022; Sarnoto & Romli, 2019). Family, school, and community is all indicator environment learning (Pahrun & Bidalo, 2020).

The results of previous empirical studies regarding the influence of the learning environment on learning achievement, showed that the learning environment has an influence on learning achievement (Havidz & Mujakiah, 2023; Marsih & Sunarti, 2021; Riyanto et al., 2021; Samosir, 2023; Toha, 2022). Different results showed that the learning environment had no influence on learning achievement. (Aditya & Malik, 2022; Irani & Pogo, 2018; Sunarti & Sari, 2023). Previous studies on the influence of the learning environment on academic achievement have shown varying results, indicating the existence of a research gap. These differing results suggest that the influence of the learning environment on academic achievement is not yet fully understood or may be affected by other factors that have not been thoroughly examined. Therefore, further research is needed to clarify this relationship. One way to bridge this research gap is by incorporating reading interest as a mediating variable. By investigating the role of reading interest in the relationship between the learning environment and academic achievement, it is hoped that a more comprehensive and in-depth understanding of the factors affecting academic achievement can be achieved (Pahlawati & Sofyan Zain, 2021; Subiantoro et al., 2020). Reading interest, which can be influenced by the learning environment, in turn, can have a significant impact on students' academic achievement. This research will not only fill the existing gap but also potentially provide new insights that are beneficial for developing more effective educational strategies.

Interest in reading is proven to be an important component in increasing student involvement in learning. Students who have a higher interest in reading have a greater possibility of participating in reading activities outside the school curriculum and are more active in seeking information. Interest in reading as a strong desire and desire to read anytime and anywhere (Khoiruddin et al., 2016; Senen et al., 2021). Markers of interest in reading include enjoyment, concentration, use of time, encouragement to read, emotions related to reading, and reading effort (Ismuwardani & Aliantan, 2020; Pahrun & Bidalo, 2020). Students who have a high interest in reading have better learning outcomes, which supports the findings of (Deviana, 2017; Ismuwardani & Aliantan, 2020). The higher a person's interest in reading, the better their learning outcomes. The results of empirical studies concluded that interest in reading has an influence on increasing learning achievement (Aini & Ekantini, 2021; Habiballah & Susanti, 2022; Ismuwardani & Aliantan, 2020; Sundari & Zuhri, 2021).

One component that influences students' reading interest is the environment in which they study. Everything around us, both physical and non-physical, is a learning environment. It is very important to foster interest in reading (Khoiruddin et al., 2016; Verawati et al., 2020). This is due to the fact that the learning environment functions as one of the resources and perspectives that students can use to determine the way forward. Students' perceptions of the learning environment can influence how they learn (Halawa et al., 2020; Sukmawati et al., 2019). This includes how students are responsible for completing assignments given by the teacher. The existence of a school environment such as a library complete with a variety of

books, magazines and other learning resources can motivate students to read (Darling-Hammond et al., 2020; Sari, 2019). The teacher's role in providing support and encouragement for reading activities is very important (Yilmaz, 2019). Teachers who praise, provide challenges, and provide constructive feedback can increase students' motivation to continue reading. A school environment that promotes a culture of literacy, where reading is considered a positive and valuable activity, can create norms that motivate students to engage in reading activities (McKenna et al., (2019). Students' interactions with their learning environment also have a big impact on the way they read (Sutarno & Fatmawati, 2020). The school environment has an impact on improving reading skills (Pahrún & Bidalo, 2020). That matter proven from results research which shows learning environment have influence on reading interest (Adawiyah, 2017; Dong et al., 2018; Fathoni, 2018; Wahyuni & Husna, 2020).

Based on this phenomenon and several relevant previous empirical studies, the aim of this research is to empirically examine the role of the learning environment in improving academic achievement by adding reading interest as a mediating variable in the developed conceptual model. This study offers novelty by investigating reading interest as a mediating variable, which has not been extensively explored in previous research. Thus, this research not only seeks to directly understand how the learning environment affects academic achievement but also how reading interest can strengthen or alter this influence. This study is expected to provide new contributions to the field of education by offering deeper insights into the relationship between the learning environment, reading interest, and academic achievement, and by aiding in the development of more effective educational strategies.

**2. METHOD**

This research uses a quantitative approach and is a type of research known as explanatory research. The influence of the learning environment on learning achievement mediated by interest in reading is the pattern of influence tested. Class XI Social Specialization students at Public High Schools in Malang City who have taken Indonesian language subjects are the subjects of this research. Subject study totaling 815 students and by using the Raosoft sample size calculator, the allowance for inaccuracy is 5%, so the research sample size is 262 students. The definition operational of the variables used in study this showed in Table 1.

**Table 1. Operational Matrix of Research Variables**

Variable	Indicator	Instrument	Source
Learning environment	Family environment	The family provides the facilities needed for learning	(Darling-Hammond et al., 2020; Pahrún & Bidalo, 2020)
	School environment	The school has comfortable classrooms and libraries for learning	
	Community environment	Have friends who support your interest in reading	
Interested in reading	Feeling happy	Feel happy if given the assignment to read something by the teacher	(Dong et al., 2018; Pahrún & Bidalo, 2020)
	Focusing attention	Complete the reading assignment before other assignments given by the teacher	
	Time use	Every day read at least one knowledge book	
	Motivation to read	Feel happy when reading knowledge books	
Learning achievement	Emotions in reading	Reading is more fun than playing with friends	Khadka et al. (2023)
	Make an effort to read	Read because you want to	
	Cognitive	Understand various aspects of knowledge and skills learned	
	Affective Psychomotor	Have good character and behavior Conduct experiments to solve problems	

In this study, each questionnaire response is scored as follows: a score of 1 indicates strongly disagree, 2 indicates disagree, 3 indicates neutral, 4 indicates agree, and 5 indicates strongly agree. The data

is then analyzed using Structural Equation Modeling (SEM). Various types of fit indices are used to assess how well the hypothesized model fits the observed data. Once the model meets the necessary criteria, hypotheses are tested using the probability value (p). The critical ratio (CR) is also considered in this analysis. A p-value below 0.05 indicates a significant effect, while a p-value above 0.05 indicates a non-significant effect. Additionally, the Sobel test is used to assess the effectiveness of a variable as a mediator. This method tests the strength of the indirect effect of the independent variable (X) on the dependent variable (Y) through the mediating variable (M). Thus, this analysis provides a comprehensive overview of the relationships between variables in the developed model.

### 3. RESULT AND DISCUSSION

#### Result

The results of the instrument's validity and reliability testing showed in Table 2. Table 2 presents various indicators of validity and reliability, including values that show whether the items in the instrument have a strong relationship with the construct being measured and whether the instrument provides consistent results when used at different times.

**Table 2. Results Item Validity and Reliability Test**

Variable	Items	Correlation		Coefficient	
		r <sub>count</sub>	Status	Alpha	Status
Learning environment	X1.1	0.834	Valid	0.790	Reliable
	X1.2	0.829	Valid		
	X1.3	0.860	Valid		
Interest in Reading	Y1.1	0.590	Valid	0.702	Reliable
	Y1.2	0.839	Valid		
	Y1.3	0.826	Valid		
	Y1.4	0.831	Valid		
	Y1.5	0.724	Valid		
	Y1.6	0.730	Valid		
Learning achievement	Y2.1	0.813	Valid	0.833	Reliable
	Y2.2	0.905	Valid		
	Y2.3	0.910	Valid		

The validity and reliability tests conducted on the questionnaire items indicate that all items are considered valid and reliable. The validity test was performed using the Pearson product-moment correlation coefficient, where each item is deemed valid if it has an r value  $\geq 0.3$ . All items in the questionnaire meet this criterion, indicating that they have a strong relationship with the construct being measured. Additionally, the reliability test was conducted by calculating the Cronbach's alpha value, and the results show that all items have a Cronbach's alpha value of 0.6 or higher. This means that the instrument is consistent and stable in measuring the same construct on different occasions. Therefore, the results of these tests ensure that the questionnaire used in this study has adequate validity and reliability. The results of the Confirmatory Factor Analysis (CFA) on indicators forming latent variables are determined by the factor loading values. These factor loading values indicate the strength of the relationship between each indicator and its corresponding latent variable. In this study, indicators for the learning environment, reading interest, and academic achievement were identified based on these factor loading values obtained from the CFA. The detailed outcomes of the CFA test, including the factor loading values for indicators forming latent variables, are presented in Table 3.

**Table 3. Factors Loading ( $\lambda$ ) Measures Learning Environment Indicators, Reading Interest and Learning Achievement**

Variables and Indicators			FL	CR	p
Learning environment	->	Family environment	0.694	9.020	0.000
Learning environment	->	School environment	0.783	9.090	0.000
Learning environment	->	Community environment	0.727	-	-
Interest in reading	->	Feeling happy	0.677	-	-
Interest in reading	->	Focusing attention	0.604	6.147	0.000
Interest in reading	->	Time use	0.565	6.054	0.000
Interest in reading	->	Motivation to read	0.700	9.592	0.000

Variables and Indicators			FL	CR	p
Interest in reading	->	Emotions in reading	0.640	7.042	0.000
Interest in reading	->	Make an effort to read	0.638	8.842	0.000
Learning achievement	->	Cognitive	0.613	-	-
Learning achievement	->	Affective	0.766	7.825	0.000
Learning achievement	->	Psychomotor	0.745	7.886	0.000

The indicators that form the learning environment variables, reading interest and learning achievement each have a holding factor (FL) value greater than 0.05, as shown in Table 4. Therefore, these indicators are considered important for form learning environment variables, reading interest, and learning achievement. Furthermore, the indicator assessed as having the greatest impact on the formation of the learning environment is the school environment, the indicator assessed as having the greatest impact on the formation of interest in reading is motivation to read, and the indicator assessed as having the greatest impact on the formation of learning achievement is affective. The test results with *Structural Equation Modeling* (SEM) are presented in Figure 1.

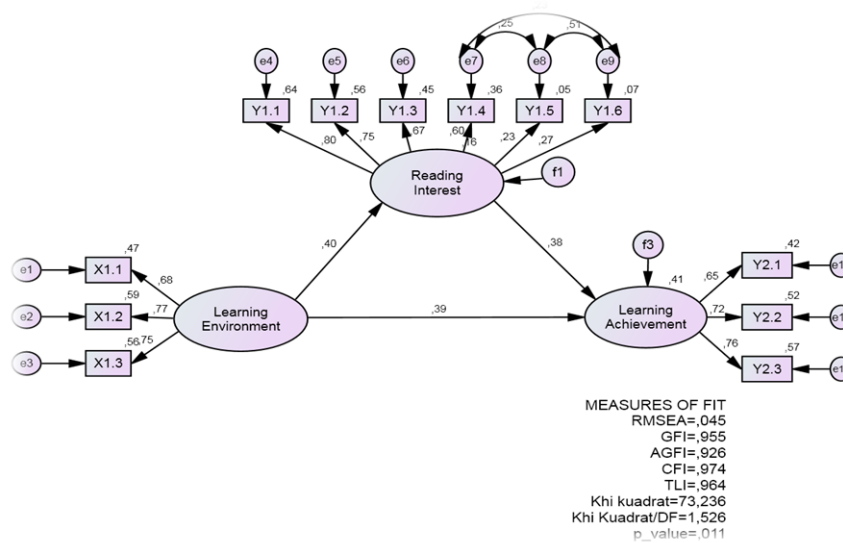


Figure 1 . Path Diagram of SEM Analysis Results

The evaluation of the proposed model showed that the overall structure produced satisfactory values. As a result, the model is deemed viable and appropriate for implementation, enabling further interpretation and discussion. This indicates that the relationships between the variables in the model are statistically significant and consistent with theoretical expectations. With the model's validation, researchers can confidently proceed with analyzing the relationships between the constructs and drawing conclusions based on the findings. To examine the hypothesis concerning the direct impact of the learning environment on reading interest and academic achievement, the critical ratio (CR) derived from the weight regression output was employed. The research hypothesis is considered valid if the p-value falls below the 5% significance threshold. The outcome of this hypothesis testing is outlined in Table 5. This table provides a comprehensive summary of the statistical significance of the relationships between the learning environment, reading interest, and academic achievement. Results of *Regression Weight Analysis* showed in Table 4.

Table 4. Results of Regression Weight Analysis

Connection				Cr	p-value	
Learning environment	->	-	->	Interest in reading	4.916	0.000
Interest in reading	->	-	->	Learning achievement	4.398	0.000
Learning environment	->	-	->	Learning achievement	4.409	0.000
Learning environment	->	Interest in reading	->	Learning achievement	3.279	0.001

Hypothesis 1. The learning environment directly has a significant effect on reading interest. The results of the analysis regarding the influence of the learning environment on reading interest reveal a critical ratio (CR) value of 4.916, coupled with a p-value of 0.000. With the p-value being considerably lower than the accepted threshold of statistical significance at  $\alpha = 5\%$ , the hypothesis asserting that the learning environment directly impacts reading interest significantly is upheld. This suggests that as the quality of the learning environment improves, students' interest in reading also increases.

Hypothesis 2. Interest in reading directly has a significant effect on learning achievement. The outcomes of the investigation into the impact of reading interest on learning achievement yield a critical ratio (CR) value of 4.398, accompanied by a p-value of 0.000. Given that the p-value is significantly lower than the predetermined threshold of statistical significance at  $\alpha = 5\%$ , the hypothesis asserting that interest in reading directly influences learning achievement significantly is supported. These findings suggest that as students' interest in reading grows, so does their learning achievement.

Hypothesis 3. The learning environment directly has a significant effect on learning achievement. The findings from the research examining the influence of the learning environment on learning achievement reveal a critical ratio (CR) value of 4.409, alongside a p-value of 0.000. Given that the p-value is markedly lower than the designated level of statistical significance at  $\alpha = 5\%$ , the hypothesis positing that the learning environment directly impacts learning achievement significantly is validated. These results indicate that as the quality of the learning environment improves, so does student achievement.

Hypothesis 4. Interest in reading mediates the influence of the learning environment on learning achievement. The analysis examining the mediating role of reading interest in the relationship between the learning environment and learning achievement reveals a critical ratio (CR) value of 3.279, with a corresponding p-value of 0.001. These results signify that an enhanced learning environment has the potential to bolster students' interest in reading, subsequently leading to improvements in their learning achievement. Furthermore, the p-value being below the predefined threshold of statistical significance at  $\alpha = 5\%$  indicates that the hypothesis proposing reading interest as a mediator in the influence of the learning environment on achievement is supported. This suggests that the impact of the learning environment on learning achievement is partly mediated by students' interest in reading.

## Discussion

The results of the analysis prove that the learning environment has an influence on students' interest in reading Indonesian language study literature. This result can be explained by the high interest of State High School students in Malang City in reading Indonesian language study literature which is shown by the large motivation of wanting to read because of the role of the learning environment which is shown by conducive school environment. The school has a positive learning environment, which is demonstrated by truly comfortable conditions. It also supports learning activities by providing a sense of calm when carrying out learning activities, remaining orderly when doing assignments, and supporting all activities involved in the learning process.

This conception supports the study, argue that the existence of a school environment such as a library complete with a variety of books, magazines and other learning resources can motivate students to read (Darling-Hammond et al., 2020; Lutfi et al., 2020). The teacher's role in providing support and encouragement for reading activities is very important (Sudiana, 2020; Yilmaz, 2019). Teachers who praise, provide challenges, and provide constructive feedback can increase students' motivation to continue reading. In addition, a school environment that promotes a culture of literacy, where reading is considered a positive and valuable activity, can create norms that motivate students to engage in reading activities (McKenna et al., 2019). This study supports previous research, which found that students' interactions with their learning environment also have a big impact on the way they read (Sutarno & Fatmawati, 2020). The school environment has an impact on improving reading skills (Pahrun & Bidalo, 2020). That matter proven from results research, shows learning environment have influence on reading interest (Adawiyah, 2017; Dong et al., 2018; Fathoni, 2018; Wahyuni & Husna, 2020).

The results of the analysis prove that students' interest in reading Indonesian language study literature has an influence on Indonesian language learning achievement. This result can be explained by the high interest of public high school students in Malang City in reading Indonesian language study literature which is indicated by the large motivation of wanting to read which is able to improve learning achievement. This means that motivation to read is very important to encourage students to love reading. If students know and understand the benefits of reading, they will become more interested in reading and realize the importance of reading, thus having an impact on increasing learning achievement as indicated by increasing affective achievement which includes emotional reactions, attitudes and values related to Indonesian language lessons.

This conception supports the study presented [Pahrún & Bidalo \(2020\)](#), markers of interest in reading include enjoyment, concentration, use of time, encouragement to read, emotions related to reading, and reading effort. Students who have a high interest in reading have better learning outcomes, which supports the findings of [\(Deviana, 2017; Fauziyah & Kurniawan, 2020\)](#). The higher a person's interest in reading, the better their learning outcomes. The results of empirical studies concluded that interest in reading has an influence on increasing learning achievement [\(Aini & Ekantini, 2021; Habiballah & Susanti, 2022; Ismuwardani & Aliantan, 2020; Sundari & Zuhri, 2021\)](#). The results of the analysis prove that the learning environment has an influence on learning achievement in Indonesian language lessons, this result can be explained that role environment demonstrated learning with environment school conducive. Environment conducive school is shown with true situation comfortable and supportive activity learning, like still calm moment do activity study, keep going orderly moment do tasks, and support all activities involved in the learning process contributes to increasing learning achievement as shown by increasing affective achievement which includes emotional reactions, attitudes and values related to Indonesian language lessons.

The importance of teachers, facilities, infrastructure and student interest in improving student learning achievement is confirmed by research showed learning achievement refers to the level of students' attainment in reaching the goals set by the curriculum across various fields of study during a specific period after undergoing the learning process [\(Candrasa & Cen, 2023; Yunianika & Suratinah, 2019\)](#). This encompasses students' ability to comprehend, apply, and master the subject matter taught in accordance with established standards. Learning achievement is a measurement result shown by numbers or statements that show students' mastery of subject matter [\(Villanueva, 2023\)](#). A conducive learning environment is an environment where students interact with each other [\(Jumrawarsi & Suhaili, 2021\)](#). The results of previous empirical studies regarding the influence of the learning environment on learning achievement concluded that the learning environment has an influence on learning achievement [\(Havidz & Mujakiah, 2023; Marsih & Sunarti, 2021; Riyanto et al., 2021; Samosir, 2023; Toha, 2022\)](#).

The results of the analysis show that interest in reading mediates the influence of the learning environment on learning achievement. This result can be explained by saying that a good school environment contributes to the high interest of State High School students in Malang City to read Indonesian language literature, which is indicated by a great encouragement to read. Motivation to read is very important to encourage students to love reading. Students will be more interested in reading if they know and understand the benefits of reading, so that it has an impact on increasing learning achievement as shown by increasing affective achievement which includes emotional reactions, attitudes and values related to Indonesian language lessons. The results of this study develop previous empirical studies shows learning environment have influence on reading interest and empirical [\(Adawiyah, 2017; Dong et al., 2018; Fathoni, 2018; Wahyuni & Husna, 2020\)](#). Interest in reading has an influence on increasing learning achievement [\(Aini & Ekantini, 2021; Habiballah & Susanti, 2022; Ismuwardani & Aliantan, 2020; Sundari & Zuhri, 2021\)](#).

The implications of this research provide knowledge that a good learning environment can support students in reaching their maximum potential and requires cooperation among various parties, including teachers, parents, students, and the community. Creating a positive learning environment can enhance the effectiveness of learning and impact students' interest in reading, thereby improving their academic performance. This research is limited to one perspective of student academic performance and does not address non-academic achievements in relation to the learning environment and reading interest. Additionally, although there is an underlying assumption that the use of questionnaires as a data collection technique assumes that respondents provide answers that reflect their true conditions, in reality, this is difficult to control. Therefore, future research could revisit variables that influence academic performance, such as study habits and learning discipline.

#### 4. CONCLUSION

Increasing learning achievement in Indonesian language lessons through affective achievement because of the role of the learning environment through the school environment and interest in reading through motivation to read. The impact of the school environment on learning achievement in Indonesian language lessons can be mitigated by a strong interest in reading. This research provides suggestions for improving learning outcomes in Indonesian language learning. Therefore, school principals and teachers need to work together with parents to improve the family environment so that it is conducive and for students to make the best use of the time used for reading so as to create a reading culture.

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