

The Influence of Learning Motivation on Reading Literacy Skills of Fifth Grade Elementary School Students

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Abstract

Reading literacy is an important skill in influencing students' academic success because it is the basis for mastering various knowledge. This study aims to 1) describe the level of students' learning motivation 2) determine students' reading literacy skills, 3) determine the effect of learning motivation on students' reading literacy skills. This research method uses a quantitative method with an ex-post facto design. Data collection uses questionnaire and test techniques. The questionnaire instrument is used to obtain data on students' learning motivation. The test instrument is used to obtain data on students' reading literacy skills. Data analysis techniques consist of prerequisite tests and hypothesis tests. The prerequisite tests consist of normality tests and homogeneity tests. Hypothesis testing uses a t-test with the help of the IBM SPSS Statistics 22 program. The results of this study indicate that there is an influence of learning motivation on reading literacy skills with a p value of $0.001 < 0.05$. The conclusion of this study confirms that learning motivation has a significant influence on the reading literacy skills of fifth grade elementary school students.

Keywords: elementary school, grade V, learning motivation, reading literacy, skill

Abstrak

Literasi membaca merupakan kemampuan yang penting dalam mempengaruhi keberhasilan akademik peserta didik karena menjadi dasar untuk menguasai berbagai pengetahuan. Penelitian ini bertujuan untuk 1) mendeskripsikan tingkat motivasi belajar peserta didik, 2) mengetahui kemampuan literasi membaca peserta didik, 3) mengetahui pengaruh motivasi belajar terhadap kemampuan literasi membaca peserta didik. Metode penelitian ini menggunakan metode kuantitatif dengan desain *ex-post facto*. Pengumpulan data dengan teknik angket dan tes. Instrumen angket digunakan untuk memperoleh data motivasi belajar peserta didik. Instrumen tes digunakan untuk memperoleh data kemampuan literasi membaca peserta didik. Teknik analisis data terdiri dari uji prasyarat dan uji hipotesis. Uji prasyarat terdiri dari uji normalitas dan uji homogenitas. Uji hipotesis menggunakan uji-t dengan bantuan program IBM SPSS Statistic 22. Hasil penelitian ini menunjukkan bahwa terdapat pengaruh motivasi belajar terhadap kemampuan literasi membaca dengan nilai p value $0,001 < 0,05$. Simpulan penelitian ini menegaskan bahwa motivasi belajar berpengaruh signifikan terhadap kemampuan literasi membaca peserta didik kelas V Sekolah Dasar.

Kata kunci: sekolah dasar, kelas V, motivasi belajar, kemampuan, literasi membaca



INTRODUCTION

The Independent Curriculum, established through Regulation of the Minister of Education, Culture, Research, and Technology Number 12 of 2024, now serves as the basic framework for all educational institutions in Indonesia. This curriculum is designed to strengthen literacy that is appropriate to changing times. This literacy aims to equip students with basic skills to face various future challenges. One aspect of literacy, reading comprehension, is a crucial skill for supporting students' academic achievement.

The reading literacy rate of Indonesian students is currently low. This is reinforced by UNESCO data which shows that only 0.001% or 1 in 1,000 Indonesians enjoy reading (Anisa, Ipungkarti, & Saffanah, 2021)). The 2022 Program for International Student Assessment (PISA) results placed Indonesia's reading score (371) below that of mathematics (379) and science (398). This figure shows a significant gap in reading ability compared to other skills. The OECD (2023) even reported that almost no Indonesian students reached a reading level of 5 or higher on PISA. At this level, they are expected to be able to understand complex texts, abstract concepts, and differentiate between facts and opinions. According to Harsiati (2018), the assessment carried out by PISA takes into account three things, namely the ability to re-express information, the ability to develop opinions, and the ability to evaluate reading.

The Education Report shows that most Elementary Schools in Selo District, Boyolali Regency, are still in the moderate category for literacy skills. This indicates an urgent need for literacy skills, especially reading comprehension, of students in the region. A preliminary study conducted through an interview with a fifth-grade teacher in Selo District confirmed this finding. Of the 21 fifth-grade students at the school, only six had good reading and comprehension skills. Ten students were able to read well but still had poor reading comprehension, while the remaining five students demonstrated low reading and comprehension skills. These data clearly show that reading ability alone does not guarantee good comprehension. This indicates low reading literacy, especially in the reading comprehension component among students in Selo District.

Reading literacy plays an important role in shaping mindsets, influencing actions, and supporting one's personal and professional development. This ability also helps individuals in solving problems, which ultimately grows self-confidence (Rintaningrum, 2019). Reading literacy is considered fundamental because it serves as the foundation for mastering various fields of knowledge. Developing reading literacy from an early age is also crucial for developing individuals who are able to think critically, independently, and competitively. Given the importance of this ability, developing reading literacy should be a primary focus in the education system, especially at the elementary education level such as grade V.

One of the factors that influences learning achievement is student learning motivation. According to Abraham Maslow's Motivation Theory (1993), every individual has five levels of needs arranged hierarchically. These needs start from the most basic to the highest, including: physiological needs, the need for safety, the need for affection, the need for self-esteem, and the need for self-actualization. The demand to fulfill these needs is the greatest motivation for a human being. Motivation is the drive that causes a certain action or action to occur. The typical role of motivation is in terms of growing passion, feeling happy to learn, students who have strong motivation will have a lot of energy to carry out learning activities. Learning motivation is things that can cause, channel and support human behavior to want to learn diligently and enthusiastically to achieve maximum results.

One of the learning achievements is reading literacy skills. According to Emda (2017), the learning process will be successful if students have good learning motivation. Students with high learning motivation tend to be more enthusiastic in

participating in the learning process, which ultimately can lead them to achieve the desired achievements. Therefore, learning motivation is also a crucial supporting factor in learning Indonesian, especially in developing reading literacy skills. In short, learning motivation plays an essential role in reading literacy skills. Subakti & Prasetya (2022) in their research emphasized the important role of student learning motivation in learning Indonesian. Based on this perspective, this research will specifically examine students' motivation in learning Indonesian, especially regarding reading literacy.

Several previous studies have revealed that motivation plays an important role in improving student literacy. Muhammad (2017), for example, found a positive relationship between learning motivation and student learning outcomes. In line with this, Baiti (2020) highlights how the role of parents is crucial in improving children's literacy, depending on their awareness and understanding of the importance of reading. Kurniawati (2020) added that strong parental support is correlated with higher reading ability in students. Furthermore, Amelia & Setiawati (2022) emphasized that the availability of reading materials that are relevant and appropriate to children's interests can significantly encourage their interest in reading.

This research is different from previous research because it does not only examine learning outcomes. This research focuses more on examining reading literacy skills, especially reading comprehension skills, so it is not just reading skills. Motivation chosen in this study is considered important in students' learning success. Apart from that, the novelty of this research is that it uses quantitative research when compared to previous research, many of which have used qualitative and descriptive research. Therefore, this research will provide new insights regarding the influence of motivation on reading literacy skills, especially for fifth grade elementary school students in Selo District, Boyolali.

Based on the background above, the formulation of the problem of this research is whether there is an influence of motivation on the reading literacy skills of grade V students. Overall, the aim of this research is to determine the influence of motivation on the reading literacy skills of grade V students. This research is expected to provide data on how much influence motivation has on the reading literacy skills of grade V elementary school students.

METHOD

This research uses a quantitative approach with an ex-post facto research design. According to Sugiyono (2016), ex-post facto research is research used to examine or trace back the factors or causes of the events studied where the events or incidents have been experienced by the respondents. This research design is to see whether there is an influence of motivation on reading literacy skills. The implementation of this research was carried out from November 2024 to June 2025. The sampling technique used cluster random sampling, because to take samples from a fairly large or large population, namely 376 fifth grade students in Selo sub-district. The samples taken randomly were 4 classes with a total of 80 students.

Techniques in data collection through questionnaires and tests. The questionnaire instrument is used to differentiate between low and high learning motivation of students. The indicators used in the learning motivation questionnaire instrument are the drive for the need to learn, the desire to succeed, hopes for the future, and appreciation for learning (Listiani, 2017). The test instrument is used to obtain data on reading literacy skills. According to Harsiati & Priyatni (2017), the types of tests used in PISA reading questions are open essays, closed essays, short answers, multiple choice, and complex multiple choice. Different question forms are used to measure students' reading literacy skills. According to Harsiati (2018) PISA in measuring reading literacy skills has established components, namely the ability to re-

express information, the ability to develop opinions, opinions, or interpretations, and the ability to reflect on and evaluate reading.

Before using the instrument in the study, the researcher conducted an instrument validation test first. The validation of the learning motivation questionnaire and reading literacy ability test instruments was tested using content validity. Content validity is met if the instrument has statement items or questions that can measure what should be measured. This content validation test was conducted by five expert validators, namely lecturers who are experts in their fields and senior teachers. The calculation of this content validation test used the Aiken formula (1985). The results of the content validation of the learning motivation questionnaire instrument consisting of 20 statement items showed that all were valid. The learning motivation questionnaire instrument was declared valid because the calculated V for each statement item was greater than or equal to the V table (0.80). The results of the content validation of the reading literacy ability test instrument showed that the 10 existing questions were also valid. The reading literacy ability instrument was declared valid because the calculated V for each question item was greater than or equal to the V table (0.80).

After the instrument is valid, a reliability test is carried out. The reliability test is conducted on questions that are declared valid in the validity test. Reliability testing uses the Cronbach's alpha formula. Instruments are declared highly reliable if the calculation results using the Cronbach's alpha formula are > 0.70 . The results of the reliability test of the learning motivation questionnaire instrument showed a reliability coefficient of 0.741. This result indicates that the learning motivation questionnaire instrument is reliable or has high instrument reliability. Meanwhile, the results of the reliability test of the reading literacy ability test instrument were 0.832 or more than 0.70. These results also show that the reading literacy ability test instrument is reliable. Questionnaire and test instruments that have been declared valid and reliable can then be used in research. The research sample was given questionnaires and test instruments for data collection.

RESULTS AND DISCUSSION

The results of this study are in the form of learning motivation questionnaire scores and reading literacy ability test scores. The learning motivation questionnaire scores were used to group the learning motivation levels of fifth-grade students who were the research sample. Grouping students into categories of high learning motivation and low learning motivation. The basis for grouping student learning motivation uses the mean and standard deviation. The high learning motivation category is obtained if the score is more than the sum of the mean and 0.5 standard deviations. Meanwhile, the low learning motivation category is if the score is less than the mean minus 0.5 standard deviations. This grouping of learning motivation categories is used to group data on students' reading literacy ability scores. The reading literacy ability test score data can be seen in the following table:

Table 1. Reading Literacy Skills Test Results

	High Learning Motivation	Low Learning Motivation
N	40	40
Mean	79.25	73.00
Median	80	72.50
Std. Deviation	8.439	8.070
Minimum	60	60
Maximum	95	90

Based on the data in the table, it shows that the grouping of data on students' reading literacy abilities is based on their learning motivation. The group with high learning motivation consisted of 40 students with an average reading literacy score of 79.25. Meanwhile, the group with low learning motivation, consisting of 40 students, had an average reading literacy score of 73.00.

Normality Test

The normality test is performed as a prerequisite before using the research data for hypothesis testing. The basis for decision making for the Shapiro Wilk normality test, if the significance value is more than 0.05 then the research data can be said to be normally distributed. Conversely, if the significance value is less than 0.05, the research data is not normally distributed. The results of calculations using the IBM SPSS Statistics 22 program can be seen in the following table:

Table 2. Normality Test Results

		Kolmogorof-Smirnov ^a			Shapiro-Wilk		
	Group	Statistic	df	Sig.	Statistic	df	Sig.
Reading Literacy Skills	High Motivation	0.135	40	0.062	0.964	40	0.222
	Low Motivation	0.145	40	0.034	0.947	40	0.058

Based on the table above, it shows that the data tested for normality with Shapiro Wilk has a significance value greater than 0.05. The score data in both the high motivation group and the low motivation group are normally distributed, so the data normality requirements have been met.

Homogeneity Test

The homogeneity test is conducted as a prerequisite test in addition to the normality test before the research data is used for hypothesis testing. Homogeneity test using IBM SPSS Statistics 22 program with Levene's test at $\alpha = 0.05$. The basis for decision making in the homogeneity test is that if the significance value is greater than 0.05, it is said that the variance of the research data is the same or homogeneous. Meanwhile, if the significance value is less than 0.05, it is said that the data variance is not the same or not homogeneous. The results of the homogeneity test calculation can be seen in the following table:

Table 3. Homogeneity Test Results

Levene Statistic	df1	df2	Sig.
0.009	1	78	0.925

The results of the homogeneity test based on the table show that the significance value is $0.925 > 0.05$. The conclusion obtained from this data is that the data originates from a homogeneous variance. Based on the results of the hypothesis test prerequisite test, it is concluded that the prerequisites needed to conduct an analysis of variance have been met. This decision means that data analysis can be conducted to determine the effect of learning motivation on reading literacy skills.

Hypothesis Test

To see how significant and influential learning motivation is on the reading literacy skills of fifth grade students in Selo District, it is necessary to conduct a hypothesis test. Hypothesis testing with Independent-Samples t Test using the IBM SPSS Statistics 22 program. The basis for decision making is if the significance value (2-tailed) obtained is < 0.05 then H_0 is rejected or means there is a significant influence of motivation on learning reading literacy skills. Meanwhile, if the significance value (2-tailed) obtained is > 0.05 , then H_0 is accepted, which means there is no significant

influence of learning motivation on reading literacy skills. The following are the results of the Independent-Samples t Test hypothesis test obtained:

Table 4. Hypothesis Test Results
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Reading Literacy Skills	Equal variances assumed	0.009	0.925	3.385	78	0.001	6.250	1.846	2.574	9.926
	Equal variances not assumed			3.385	77.845	0.001	6.250	1.846	2.574	9.926

Based on the table data above, the results of the hypothesis test Sig (2-tailed) were 0.001, meaning that the value is smaller than 0.05. The results obtained show that there is a significant influence of learning motivation on reading literacy skills.

The results obtained from the independent samples t-test on the reading literacy ability test data of fifth-grade students in Selo District, obtained a t-value of 3.385 with a significance (Sig. 2-tailed) of 0.001. The significance value is smaller than 0.05 so that the decision can be taken that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. This conclusion can be interpreted as meaning that learning motivation has been proven to have a significant influence on the reading literacy skills of grade V students.

The average reading literacy score in the high learning motivation group was 79.25, while the average reading literacy score in the low learning motivation group was 73.00. This shows that there is a significant difference between reading literacy skills in the high and low learning motivation groups. Students with high learning motivation achieve higher results in reading literacy skills compared to students with low learning motivation.

This difference indicates that students with high motivation are more active, thus encouraging students to be more involved in understanding, exploring, and using information from the text effectively. Students with high motivation are also more encouraged to improve their skills in understanding reading content, analyzing information, and communicating the results in writing or orally. Therefore, the results of this study confirm that learning motivation is a crucial factor that can significantly improve students' reading literacy skills, especially in fifth grade.

This result is in line with David McClelland's (1961) achievement motivation theory, which states that individual motivation is greatly influenced by the existence of supportive situations and opportunities. McClelland argued that the more motivated a person is, the greater their potential for success in life. The theory itself focuses on three basic needs that drive motivation, namely the need for achievement, the need for power, and the need for affiliation.

The influence of learning motivation on reading literacy skills is supported by several previous studies. Research by Fasirah, Anshari, and Juanda (2024) identified that student motivation, family support, and access to reading materials are key factors in improving reading literacy. Another study conducted by Fitriyanti, Mahmudah, and Agustina (2024) also found that mentoring in reading literacy activities significantly increased students' motivation, which in turn contributed positively to improving their literacy skills.

The results of this study have significant implications for the world of education, particularly in designing literacy activities at the elementary school level. The finding that reading motivation has a significant influence on reading literacy skills confirms that efforts to improve literacy must include strategies that are able to build and maintain student motivation. Therefore, it is necessary to have a learning design that supports strengthening students' learning motivation. Strengthening students' learning motivation in learning, for example the use of innovative and interactive learning models, the use of interesting literacy media, the provision of relevant and interesting reading materials, the integration of reading activities in various subjects, and the creation of a conducive literacy culture.

The results of this study further strengthen the evidence that students' learning motivation has a positive and significant influence on the reading literacy skills of fifth grade elementary school students. This is more specific to reading literacy skills, namely reading comprehension.

CONCLUSION

Based on the results and discussion that have been explained as the results of this study, reading literacy skills are one of the competencies needed for students' academic success. The results of this study indicate that there is an influence of learning motivation on the reading literacy skills of fifth-grade students in Selo District. This influence is shown in the t-test with a p-value of 0.001 at a significance level of 0.05 or less than 0.05. Therefore, it can be decided that H_0 is rejected and H_1 is accepted, meaning that there is an influence of learning motivation on students' reading literacy skills. Thus, it can be concluded that the reading literacy skills of fifth-grade students are significantly influenced by learning motivation. In addition, the research results also show that students with high motivation have better reading literacy skills compared to students with low motivation. These findings provide a strong basis for schools, teachers, parents, and policy makers to integrate strengthening learning motivation into sustainable literacy activities. Developing a supportive learning environment, providing interesting reading materials, and active involvement from various parties are strategic steps in improving students' reading literacy skills as a whole.

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