

THE INFLUENCE OF READING COMPREHENSION SKILLS ON LEARNING OUTCOMES OF HUMAN AND ENVIRONMENTAL SUBTHEMA

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ABSTRAK

Pengaruh kemampuan membaca secara komprehensif merupakan kunci keberhasilan dalam pendidikan. Pengaruh membaca secara komprehensif dapat membantu memahami secara mendalam isi suatu bacaan sehingga pengetahuan siswa dapat berkembang. Kemampuan ini telah diajarkan sejak kelas tiga sekolah dasar dan pengembangannya khusus dilakukan pada pelajaran Bahasa Indonesia namun berguna pada mata pelajaran lain. Namun masih terdapat permasalahan rendahnya kemampuan pemahaman membaca pada tingkat dasar hingga tingkat yang lebih tinggi. Tujuan penulisan makalah ini adalah untuk memaparkan kemampuan pemahaman membaca.. Metode penulisannya adalah tinjauan pustaka dengan melakukan penilaian terhadap berbagai sumber. Hasil penelitian menunjukkan bahwa rendahnya kemampuan membaca pemahaman disebabkan oleh rendahnya minat membaca, kurangnya motivasi, hingga pembelajaran pemahaman membaca yang membosankan. Peran guru sangat diperlukan dalam memilih dan melaksanakan strategi pembelajaran pemahaman membaca yang tepat untuk dapat meningkatkan kemampuan tersebut. Strategi pembelajaran membaca pemahaman ada banyak jenisnya dan guru harus memilih dan menerapkan strategi yang tepat agar siswa dapat mencapai tujuan pembelajaran. Peran guru dalam memilih dan melaksanakan strategi pembelajaran dipengaruhi oleh sistem nilai yang dianut oleh guru. Penelitian ini bertujuan untuk mengetahui pengaruh keterampilan membaca pemahaman terhadap hasil belajar subtema manusia dan lingkungan

Kata Kunci : membaca, pemahaman, manusia dan lingkungan.

ABSTRACT

The ability to read comprehensively is the key to success in education. The ability to read comprehensively can help students understand in depth the contents of a reading so that students' knowledge can develop. This ability has been taught since the third grade of elementary school and its development is specifically carried out in Indonesian Language lessons but is useful in other subjects. However, there are still problems with low reading comprehension skills at the elementary level to a higher level. The purpose of writing this paper is to present the reading comprehension ability of elementary school students. The method of writing is a literature review by conducting an assessment of various sources. The results of the study show that the low reading comprehension ability is caused by low interest in reading, lack of motivation, until learning to read comprehension is boring. The teacher's role is needed in selecting and implementing appropriate reading comprehension learning strategies to be able to improve these abilities. There are many types of reading comprehension learning strategies and teachers must choose and apply the right strategies so that students can achieve learning objectives. The teacher's role in selecting and implementing learning strategies is influenced by the value system held by the teacher. This research aims to determine the influence of reading comprehension skills on learning outcomes for human and environmental subtheme.

Keywords: reading, role of teacher, understanding, human and the environmental

INTRODUCTION

School is a place where someone receives educational knowledge. Schools are also teaching institutions consisting of educators and students. At school, teachers teach how to write, how to read and how to count. To gain knowledge, students need to carry out learning at school. Learning is an activity that can bring about development in a person such as behavior, knowledge and norms. At the end of the learning activity, students get learning outcomes covering cognitive, affective and psychomotor aspects.

Learning outcomes play an important role in learning, because they are used as a comparison to determine the level of development after gaining learning experience. The results of the learning process can be measured through the grades obtained by students after completing practice assignments during assessment activities. Learning outcomes are an understanding of the material taught by the teacher. Evaluation can be seen through activities during assessment and aims to determine the level of skills in understanding and mastering subject material.

The reading literacy of students at elementary school level is in the low category. This is proven based on data from reading literacy test results in PIRLS (Progress in International Reading Literacy Study) at elementary school level. In PIRLS in 2016, reading literacy test results data stated that Indonesia was in 45th place out of 48 countries. Meanwhile, in the PISA (Program for International Student Assessment) reading literacy test results data at secondary school level in 2018, the results data stated that Indonesia was in 72nd place out of 77 countries.

Skills in Indonesian language subject matter include speaking, reading, writing and listening. In this research, the author only examined reading comprehension skills. Reading is an activity carried out by a person and used to obtain information presented by the author. In reading skills there is something called reading comprehension. Reading comprehension skills are reading by understanding what is read. In reading comprehension skills, readers are not only asked to remember what they read. But they are also asked to understand the content of the reading and process it creatively and critically.

The problems of reading comprehension skills in learning that influence students' learning outcomes include a lack of enthusiasm for learning in participating in learning activities, a lack of understanding in understanding the content of the material in learning activities, and students having difficulty getting used to reading activities so that these things influence how learning outcomes obtained. As stated by (Nurrita, 2018) learning outcomes are an evaluation of having participated in a learning activity such as knowledge, attitudes, skills.

The reading comprehension skills possessed by students influence the level of achievement of their learning outcomes. For this reason, good reading skills are needed in the form of understanding the material provided during learning. As stated by Aisha et al (2019:330), reading comprehension skills are a very important skill for students to master because reading comprehension skills are the main capital for students to obtain information and knowledge. In line with the opinion above, according to (Dalman, 2013), reading comprehension skills are reading with knowledge, therefore reading comprehension does not only go beyond some of the writing contained in a book, but is able to understand the message contained in a reading.

Reading comprehension skills play an important role in the continuity of learning activities because the better the reading comprehension skills, the higher the learning

outcomes. The reading comprehension skills possessed by students are not the same. Reading comprehension skills can be obtained from good reading habits and mastery of the material in a reading. In providing reading comprehension skills, teachers participate in approaching students to understand the students' character. Many students experience improved learning outcomes due to the influence of the reading comprehension activity process (reading to understand).

RESEARCH METHODS

The research that will be carried out uses normative juridical research, namely legal research carried out by examining library or secondary materials as basic material for research by conducting searches of statutory regulations and literature related to the problem being studied. Apart from that, this research also provides a descriptive explanation regarding the application of rules or norms in positive law related to the problems studied. The data used in this research is secondary data, namely primary legal material such as laws relating to child protection, with a focus on the juvenile justice system. Secondary legal sources used include academic works on the legal protection of children and tertiary legal sources in the form of articles related to the problems studied. Legal materials are obtained from library data collection, including data collection through (online surveys).

RESULTS AND DISCUSSION

Reading is one part of the basic language skills that every human being, especially students, must have. The four skills are speaking, reading, listening and writing. If a person does a lot of reading activities, he will automatically increase his vocabulary, increase his knowledge, train his verbal organs, train his reasoning powers, and will also be able to respond to the content of the reading he reads. Farr stated that Reading Is The Heart Of Education, which means that reading is the heart of education.

Reading has an important role apart from getting information and can also broaden the reader's insight. According to Pramila and Ahuja, a person who has the ability to read well has achieved the most valuable skill in life. Another opinion from Burn about the importance of skills and abilities in every person is that the ability to read is an absolute ability and must be mastered by a more advanced society.

Reading also has an important role in teaching and learning activities at school. Reading is not only used in Indonesian language learning subjects but for all subjects because most of the acquisition of knowledge is carried out by students through reading activities. According to Cicilia and Nursalim, reading has the aim of finding information in a reading text, both explicit (facts) and implied (inferences).

In the 2003 National Education System Law, Chapter III, article 4, paragraph 5, which discusses the Principles of Implementing Education, it is stated that the importance of learning to read is for all members of society. It can be concluded that every human being must have the skills and ability to read because by reading humans can obtain the knowledge and information needed for a smooth life.

With the very rapid development of science and technology, reading is important in human life, but its implementation is considered difficult, let alone becoming a culture. Reading is an activity that cannot be separated from the world of education. It cannot be denied that humans need information, whether information conveyed verbally or in writing. Reading is a necessity for daily human life, like eating and drinking.

A person's ability to read can be acquired or trained through educational institutions. According to (Rahim, 2008), "The development of science and technology demands the creation of a society that loves to learn. An effective learning process is done, among other things, through reading." People who like to read gain new knowledge and insights that will further increase their intelligence so that they are better able to answer life's challenges in the future.

According to (Basuki, 2011) "In modern life it is a fundamental thing". For this reason, reading is a very important thing in life. By reading, a person is able to understand and have mastery in anything, especially in the field of science, especially in the environmental field. Reading is something that humans learn not only in daily activities, taught by parents to their children, but is also highly encouraged at school. Because reading makes it easier for someone to learn and know something they want to learn.

Indonesian is one of the subjects that must be taught at every school level, including elementary school. Language is an aspect inherent in humans as a way of communicating to make it easier to relate to each other in social life. For this reason, students must master language skills.

The ability to read and understand is the key to a student's success in the learning process. Most of the students acquire knowledge through reading activities, in this case reading comprehension. The knowledge that students gain is not only obtained from the teaching and learning process at school, but also through reading activities in everyday life. Therefore, reading ability and the ability to understand reading content are important prerequisites for students' mastery and improvement of knowledge.

A. Learning Results for Human and Environmental Subthemes

1. Learning outcomes

Learning outcomes play an important role in a learning activity because teachers obtain information about student development. As stated by Nurrita (2018: 175) learning outcomes are an evaluation of having participated in a learning activity such as knowledge, attitudes and skills.

According to Susanto in Palittin et al. (2019:104) learning outcomes are something that changes behavior including attitudes, habits and skills. In line with this, according to Nasution (2018:9) learning outcomes are the final objective of learning activities, so teachers need to know, learn various teaching methods, and practice them in the process of learning activities.

Then Nawawi in Novita, Sukmanasa and Yudistira (2019:65) explains that learning outcomes are students' achievements when studying a subject material which is shown by grades through test results recognizing several subject materials. According to Dimiyati and Mudjiono in Siregar (2018:717) learning outcomes include aspects, namely students and educators. From the learner's perspective, learning outcomes are superior moral changes before learning activities. Meanwhile, from the educator's perspective, learning outcomes are material that corresponds to the completion of the subject. It can be concluded that the meaning of learning outcomes is the report at the end of the learning obtained by students. Learning outcomes are an understanding of the learning material studied.

2. Factors that Influence Learning Outcomes

Factors that influence learning outcomes include internal factors originating within the student and external factors originating outside the student. As stated by Khairina and Syafrina (2017: 69), factors that influence learning outcomes include, low learning outcomes of students not only from within the students, but also from the family, school

and community environment, so that a teacher need to pay attention to the external factors of each student.

Apart from that, according to Slameto in Marlina and Sholehun (2021:67) factors that influence learning outcomes include internal factors within students, including physical and psychological factors. Meanwhile, external factors from outside students include school, family and society. Factors within students consist of:

- a) Physiology
- b) Psychological

Factors external to students include the school environment, family and community.

- a) school environmental factors are something related to how teachers teach in the classroom, classroom facilities and infrastructure, school conditions, and others.
- b) Family environmental factors are very important, influenced by the student's family situation, including how parents educate their children, what the family's economic situation is, and so on.
- c) community environmental factors are something that is related to the environment the participants teach it in, a supportive environment creates a positive impact. On the other hand, a less supportive environment affects learning outcomes.

Apart from that, according to Asriyanti and Purwati (2020:85) factors that influence learning outcomes include internal factors including desire, encouragement, intellectual and psychological. External factors consist of discourse, mass media, family and society, as well as facilities and infrastructure. According to Wicaksana et al. (2019:187) factors that influence learning outcomes include external factors, including family, school and society. Internal factors originate within students, including interests, learning motivation, psychology, physical condition and health. According to Wasliman in Puspitaningdyah and Purwanti (2018:57), factors that influence learning outcomes include internal factors originating within students, and external factors arising within a teacher.

B. The Influence of Reading Comprehension Skills on Learning Outcomes for Human and Environmental Subthemes

Learning is an activity consisting of students and educators who carry out learning activities to produce learning. As stated by Pane and Dasopang (2017: 337) learning is a system consisting of the process of managing and organizing the student environment to create and build enthusiasm for learning activities.

Apart from that, according to Prastowo (2019:37) integrated learning is a combination of various aspects of subjects. Elementary school age students are at the stage of understanding concrete concepts. Apart from providing meaningful experience and knowledge. According to Prastowo (2017:20) integrated thematic learning, namely learning by integrating various abilities from subjects into themes.

Good reading comprehension skills enable students to understand the information contained in learning materials better. This can help students answer questions, work on problems, and complete assignments related to human and environmental subthemes.

Teachers can improve students' reading comprehension skills by using various learning strategies, such as:

- Intensive reading: Teachers can provide short texts relevant to human and environmental subthemes and ask students to read them carefully.
- Extensive reading: Teachers can provide a variety of books and other reading related to human and environmental subthemes so that students can read freely.
- Discussion: The teacher can hold a class discussion to discuss the content of the text

that students have read.

- **Writing:** Teachers can ask students to write summaries, stories, or reports based on texts they have read.

By improving students' reading comprehension skills, teachers can help them to achieve more optimal learning outcomes in the human and environmental subthemes. Several studies have shown that there is a positive and significant relationship between reading comprehension skills and learning outcomes for human and environmental subthemes in elementary school students.

Here are some findings from the research:

1) Positive correlation coefficient:

Research shows that the correlation coefficient (r) between reading comprehension skills and learning outcomes for the human and environmental subthemes ranges from 0.49 to 0.61. This shows that there is a positive relationship between these two variables. The higher the students' reading comprehension skills, the higher their learning outcomes in the human and environmental subthemes.

2) Contribution of reading comprehension skills to learning outcomes:

Other research found that an average of 24.01% of learning outcomes for the human and environmental subthemes were determined by reading comprehension skills. This means that every one unit increase in reading comprehension skill scores will increase learning outcomes for the human and environmental subthemes by 0.52 units.

3) Explanation of influence:

The positive influence of reading comprehension skills on learning outcomes for human and environmental subthemes can be explained by several factors, namely:

- **Comprehension of information:** Good reading comprehension skills enable students to understand the information contained in the human and environmental subtheme subject matter better.
- **Increase interest in learning:** Good reading comprehension can increase students' interest in learning about human and environmental subthemes. This is because students who understand the subject matter will find it easier and more enjoyable to learn it.
- **Develop thinking skills:** Reading comprehension can help students develop critical, analytical, and creative thinking skills in understanding concepts related to human and environmental subthemes.

Research shows that there is a positive and significant relationship between reading comprehension skills and learning outcomes in Human and Environmental subjects. This means that the better the students' reading comprehension skills, the better their learning outcomes in this subject.

Here are several reasons why reading comprehension skills have a big influence on Human and Environmental learning outcomes:

- Reading comprehension is the key to understanding the information contained in the subject matter.
- With good reading comprehension, students can interpret information, analyze concepts, and make conclusions related to Human and Environmental material.
- Good reading comprehension skills also allow students to connect new information to their existing knowledge, thereby improving their overall understanding.

Several studies have been conducted to examine the influence of reading comprehension skills on Human and Environmental learning outcomes. Here are some examples:

- Research by Wahyu (2023) conducted on fifth grade students at SD Negeri Batutulis 1 Bogor City showed that there was a positive and significant influence between reading comprehension skills and learning outcomes for the Human and Environment subtheme.
- Research by Lestari (2022) conducted on class VI students at SDN 15 Pekanbaru shows that improving reading comprehension skills can improve learning outcomes in Natural Sciences (Science) subjects, including material about Humans and the Environment.

Based on these studies, it can be concluded that reading comprehension skills are one of the important factors that can improve learning outcomes in Human and Environmental subjects. Therefore, it is important for teachers to improve students' reading comprehension skills through various learning strategies, such as:

- Get students used to reading texts related to Human and Environmental material regularly.
- Provide practice questions that test students' reading comprehension skills.
- Provide guidance to students in understanding the information contained in the text.
- Create a learning environment that is conducive to reading.

By improving students' reading comprehension skills, it is hoped that their learning outcomes in Human and Environmental subjects will also improve. This will have a positive impact on students' understanding of the importance of preserving the environment and the relationship between humans and the environment.

CONCLUSION

Based on the research findings above, it can be concluded that there is a positive and significant influence between reading comprehension skills and learning outcomes for the human and environmental subthemes in elementary school students. Therefore, it is important for teachers to improve students' reading comprehension skills in order to achieve optimal learning outcomes in this subtheme.

This research provides several important implications for learning the human and environmental subthemes. First, teachers need to increase attention to developing students' reading comprehension skills. Second, teachers can use various learning strategies that can improve students' reading comprehension skills, such as reading aloud, discussion, and question and answer. Third, teachers need to carry out regular evaluations to determine the level of students' understanding of the learning material.

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