



The Relationship Between Reading Culture and Learning Motivation in Yogyakarta

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Abstract: Background reading culture is among the elements that encourage pupils to learn more motivation. Reading culture encourages individuals to seek knowledge, increase understanding, and broaden their horizons through various reading sources. The purpose of this study is to examine the connections between reading culture and student learning motivation to gather empirical data or facts about these relationships. This research methodology employs a correlational study design and a quantitative approach. Eighty students comprise the study's sample because the data distribution is near the normal curve. A positive correlation of 0.851 indicated a significant association in the data. According to the results, there is a strong and positive correlation between student learning motivation and reading culture. The research contributes to understanding how literacy practices can drive learning engagement, offering valuable insights for educators, policymakers, and parents to design more effective literacy programs to improve student motivation and educational outcomes in the region.

Keywords: learning motivation, reading culture

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INTRODUCTION

People's adoption of a reading culture is one of the most crucial factors in a society's development. Beginning with the child's birth, careful and deliberate efforts should be made to support the reading culture process. Thus, "a process related to an individual's engagement with written and visual cultural artifacts woven with a sense of aesthetics and the internalization of the reading habit as a way of life" is how one acquires a reading culture (Samur, 2021). There are many advantages, both academic and non-academic, to encouraging the habit of regularly reading for information and enjoyment. Reading generally promotes the growth of the individual's intellect, personality, and mentality. According to the claims, reading should be a habit for academic achievement and personal growth, even for college students (Ramolula & Nkoane, 2023). Literacy abilities in the academic sphere promote scientific advancement so that each person's reading and solution level, particularly in resolving personal issues, will be higher than that of individuals or groups with low reading proficiency (Yulianingsih et al., 2024). In a strong reading culture, reading is more than just a passive pastime; it is a means to improve the quality of life, shape character, and encourage innovation and creativity. Establishing a good reading culture requires an important role from the government, educational institutions, and the community to provide easy access to books and useful reading materials (Kovalova & Shalman, 2024).

People believe reading is essential for personal growth and development in a constantly changing world. It plays a significant role in developing a person's emotional, cultural, educational, and psychological facets of life. Establishing reading habits early on is anticipated to enable the kid to turn to books or other reading materials for comfort, support, and encouragement when dealing with real-life issues like boredom and frustration (Samuel, 2022). As a result, the reader, the text, and the context all work together to create meaning when reading. Students who cultivate positive attitudes are more likely to have a positive reading culture. A person's passion for reading does not emerge overnight; it grows over time based on factors like time, context, goal, and reading materials. The reader's experience could be included in the context (Debrah & Baah, 2023). In addition, a compelling reading culture allows Beyond academic grades; reading engagement is a prelude to independent learning as proficient readers gain more knowledge about language and the world through their reading. Therefore, reading engagement is an important component, especially for motivating poor readers, as it helps students acquire necessary skills, linguistic and literary content knowledge, new vocabulary, and structures, improving academic performance (Loh et al., 2017). The development of personal reading culture as a value-related and conceptual mastery of educational content presented in traditional and new sources of written information, as well as the problem of cultural transformation of written information in higher education,

are crucial issues in the current informational environment (Absatova et al., 2021). Reading culture contains the beliefs and values that create attitudes, expectations, habits, and prejudices toward reading and books. People show that they will establish a reading culture when they choose and regularly interact with books and other knowledge-based materials that suit their interests and skill levels (Karada, 2024). For example, readers with misperceptions will also have misconceptions about their thoughts, making reading difficult. This is why reading would be challenging for someone who struggles with thinking. Regarding the acquisition of behavioral patterns, culture can be defined as a comprehensive system of learned patterns characteristic of a community's members and not the result of biological inheritance. According to reading culture, reading is essential for acquiring the knowledge needed in daily life. It is, therefore, a key part of culture and habit that needs to be shared and highly appreciated in society (Asif & Yang, 2021).

The reader gains greater control, autonomy, and a sense of self-assurance due to reading culture. To encourage pupils to read, libraries maintain reading materials and make them available to them for free. Furthermore, libraries offer reading programs, which are reading campaigns they run to raise awareness of the availability of reading materials (Muthee & Wamae, 2021). Reading allows people to broaden their knowledge base, discover, share, become more conscious, and develop a greater understanding of the world, other people, and themselves. Reading extensively is crucial in the educational setting since all learning activities require reading comprehension, and student's academic progress also heavily relies on their reading proficiency (Jeromes & Ifeyinwa, 2022). Students must be motivated and love reading a wide variety of materials, be able to share what they have read with their teachers, parents, and peers, have their favorite storybooks, and apply what they read wisely. These are all requirements of a good reading culture (Otieno & Hesbon, 2021). Reading is typically the least helpful of the four language skills, but it is essential for character development, vocabulary expansion, and better academic achievement (Asif & Yang, 2021).

Studies by Vicherková and Malach (2022) have supported our findings and demonstrated how the synthesis and balancing of internal and external factors arising in communication and actor-oriented behavior from the cultural, economic, environmental, and social context affect reading attitudes, reading culture, reading level, and digital strategies that are, the overall quality of reading. As a result, literacy-focused activities at all educational levels and their study and career orientations should include teaching reading skills. Thus, a student's reading culture emerges when they become accustomed to reading books and other informational materials regularly, even if they are not strictly required to progress in their trade or profession due to their learning motivation (Fang, 2024). Learning motivation is an extensively studied psychological construct about academic success. The internal desire and propensity to engage in learning activities, which fall into two primary categories, intrinsic and extrinsic, are all included in learning motivation. Extrinsic motivation is fueled by outside variables like prizes, grades, or social recognition, whereas intrinsic motivation is fueled by one's interest, curiosity, and the intrinsic fulfillment of learning. Motivation results from students' perceptions of themselves and their environment, which focuses students on performing and completing educational activities (Jaya et al., 2024). A reading culture is essential to increase learning motivation as it broadens horizons and opens access to new knowledge. People who are accustomed to reading will feel more challenged and motivated to continue learning because reading provides information that can enrich understanding and arouse curiosity (Cekiso, 2024). Students may be motivated by both internal and external causes. One type of external incentive is social support. This support, such as information from friends or the connection between lectures and activities or assignments, is essential for increasing learning motivation. The idea that learning motivation is seen as a mental force that directs and shapes students' behavior in order to learn is supported by this (Dewaruci & Hanurawan, 2022). The three primary components of learning motivation are learning goal, learning interest, and learning demand. These components work together to support students' progress toward knowledge exploration. Learning goals highlight students' learning direction, and well-defined goals can boost their enthusiasm for learning and motivate them to make sensible use of their time and resources, improving the learning effect. Learning interest is the source of learning motivation; when students are highly interested in what they are learning, they will be more engaged in their studies, enjoy the process of learning, and feel a sense of accomplishment and fulfillment (Rongjie et al., 2024). Motivation plays a fundamental role in reading and directly affects reading achievement. Many previous studies have indicated that motivation is effective in reading (Bakkaloğlu & Pilten, 2023).

The secret to a successful teaching-learning process is learning motivation. As the name implies, learning motivation is what "moves" us. That is why we take no action at all. One can be motivated to take action in a variety of ways. It could be a solid, enduring interest in doing something or a personality trait. It is important to remember that increased motivation in the classroom results in increased comprehension (Filgona et al., 2020). Despite the dangers and challenges of learning, students who are more motivated to learn are likely to be more engaged in the process. Research has shown that learning motivation can assist in setting high expectations that encourage students to actively participate in their education (Shao & Kang, 2022). The force that drives some learning activities from both within and outside the person is known as learning motivation,

and it encompasses both the drive to achieve learning goals and the drive for positive outcomes (Ima et al., 2023). Pupils who suffer difficulties like lack of facilities or attention tend to be less motivated than those who feel appreciated and supported during the learning process (Ahmad & Rana, 2023). Numerous factors can influence students' motivation to learn. These are their affective, expressive, and emotional experiences (Lo et al., 2022).

Reading culture plays a vital role in increasing students' motivation to learn for academic success and personal development. A reading culture enriches students' horizons and linguistic skills, encourages them to think critically, increases their innovativeness, and enriches their life experiences. The establishment of a strong reading culture requires concerted efforts from the government, educational institutions, and communities to provide access to quality reading materials. In addition, learning motivation, both intrinsic and extrinsic, is strongly influenced by reading habits, where students who are accustomed to reading have a stronger desire to learn and accomplish their academic objectives. Thus, encouraging children to read will have a direct impact on raising their motivation levels and enhancing their academic performance. With an emphasis on how reading habits can impact students' motivation levels during the learning process, the study aims to examine the connection between reading culture and learning motivation. This study will likely deepen our understanding of how reading culture helps boost learning motivation. It will shed light on how students' reading habits can boost their excitement and involvement in class activities. This study will likely demonstrate a strong positive correlation between the two, which might be the foundation for creating educational interventions and policies that enhance learning motivation by enhancing school reading cultures.

METHODS

The correlational research method was chosen because The researcher wants to know how reading culture and learning motivation are related (Aryanto et al., 2023). When examining the existence and direction of a relationship between two variables and whether or not there is one, correlational research design is typically employed. This study used a quantitative method in the correlational research design (Ghanad, 2023), concentrating on numerical and objective data. In order to achieve better generalization, this research requires a bigger sample size. Additionally, a quantitative method yields conclusions based on a more representative sample. Without modifying or controlling the correlational study design, the study looks at how variables relate to one another (Miot, 2018).

The correlation shows the intensity and/or direction of the relationship between two or more variables. The direction of a connection might be either positive or negative. Correlational research is a non-experimental research method that uses statistical analysis to examine the link between two variables. Correlational research designs do not examine how other variables affect the studied variable. Correlational research may be used to determine the relationship between two variables when the experimental study is unethical. Typically, the correlation between the variables is determined by evaluating the measurements or scales that represent the variables. Because single items cannot adequately convey the complexity inherent in theoretical notions, analysts rarely use them to depict complicated phenomena (Shao et al., 2022). For instance, conducting studies on humans could be deemed risky or unethical. Correlational research would, therefore, be the best choice. A correlational study's sample should be carefully characterized and drawn at random from the target population. A high school in Yogyakarta served as the research site for this study (Rusu et al., 2021).

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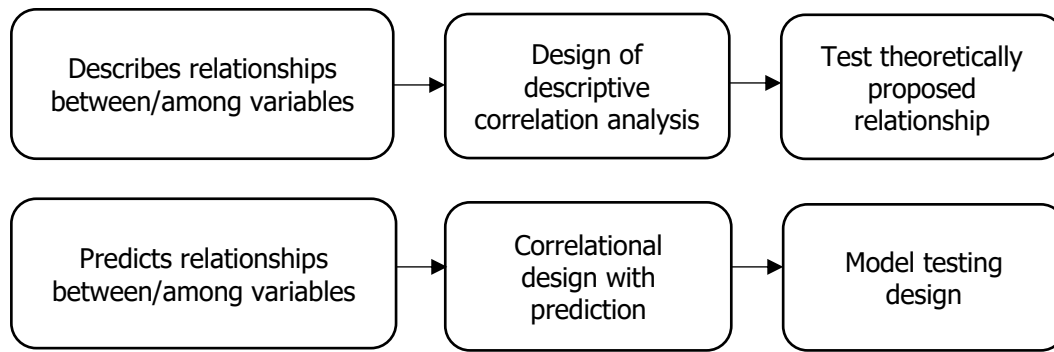


Figure 1. Correlational Design Type

Devi et al. (2022) state that researchers typically use correlational designs when they are unsure of the relationship between variables, suspect a relationship between variables but are unsure of its nature, or are unsure of the strength of the relationship between variables. A conceptual framework or explanation of the reasons and methods used by researchers to believe that certain variables are related to each other is required for all correlational designs. This design's fundamental presumptions are that the variables are real, that a sample (probability sampling) accurately represents the population, that the variables can be measured, and that the variables are not manipulated. This study employed the product moment analysis technique with SPSS26 for Windows to ascertain the connection between Yogyakarta students' reading culture and motivation for learning.

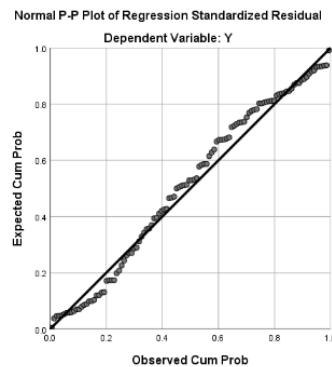
RESULT AND DISCUSSION

Secondary schools in the Yogyakarta Special Region Province were the sites of this study, which employed the Kolmogorov-Smirnov normality test to ascertain whether the data was normal. Finding out if the variable data is near the population with a normal distribution is the goal of the normality test. The normality test is utilized to ascertain whether the analyzed data has a normal distribution. No. In order to determine the link between the variables under inquiry, the normality test is also carried out as a prerequisite before deciding which type of statistics to use while evaluating research data. A continuous equation, one-dimensional probability distribution is tested non-parametrically in statistics using the Kolmogorov-Smirnov test, sometimes referred to as the K-S test or the KS test. One sample with a reference probability distribution (the one-sample K-S test) or two samples (the two-sample K-S test) can be compared using it. A variable is deemed normally distributed if $\text{sig} > 0.05$, according to the normality test used in this study, which was carried out using SPSS26. The following table displays the analysis's findings:

Table 1. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		80
Normal Parameters^{a,b}	Mean	0.0000000
	Std. Deviation	13.79355220
Most Extreme Differences	Absolute	0.078
	Positive	0.066
	Negative	-0.078
Test Statistic		0.078
Asymp. Sig. (2-tailed)		.093 ^c

The normality test results for the Kolmogorov-Smirnov model showed a significant value of 0.093. Given that the sig value is higher than 0.05, it is feasible to conclude that the two variables have a normal data distribution. The following figure provides a clearer view of the normalcy test results:

**Figure 2.** P-Plot Normality Test

It can be inferred from Figure 2 above that the data obtained is normally distributed since the dots follow and spread out around the diagonal line. The linearity test aims to determine if there is a significant linear relationship between the two or more variables under investigation. This test is usually used as a precondition for regression analysis or linear correlation. To ascertain whether the relationship between variables (X) and (Y) is linear, the linearity test looks for a probability value larger than 0.05. The following table displays the analysis's findings:

Table 2. Linearity Test Results

		ANOVA Table					
			Sum of Squares	df	Mean Square	F	Sig.
Reading Culture and Learning Motivation	Between Groups	(Combined)	12893,679	15	293,038	1,780	0,016
		Linearity	2804,337	1	2804,337	17,035	0,000
		Deviation from Linearity	100,341	23	234,636	1,425	0,095
	Within Groups		110,750	55	164,623		
	Total		23923,429	79			

Following the linearity test, the deviation from the linearity row yielded a sig value of 0.095. Since the sig value is greater than 0.05, it can be said that there is a linear relationship between the two variables when determining the degree of freedom (df) for the numerator (df_1) using the formula $df = k - 1$ and a significance level ($\alpha = 0.05$), the degree of freedom (df) for the denominator (df_2) is determined using the formula $df_2 = n - k$, where n is the quantity of data and k is the total number of variables (independent + dependent). ANOVA is used to test whether the distribution or variation of means in the explanatory variables collectively or jointly have significantly explained the variation of the variables described. Consequently, when comparing the F table value with $df_1 = 1$ and $df_2 = 78$, the F table value is 3.80. The numbers in this study are $n = 80$ and $k = 2$, and the values of df_1 are $df_1 = 2 - 1 = 1$ and $df_2 = 80 - 2 = 78$, respectively. The analysis's findings are displayed in the following table:

Table 3. Linear Regression Test Results Of X and Y Variables

		ANOVA^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	34696,675	1	34696,675	455,256	.000 ^b
	Residual	1821,191	78	51,214		
	Total	29917,867	79			

F-table and F-count It is clear from the above table that 455.256 is the F-count. Thus, it may be concluded that $F\text{-count} > F\text{-table}$ ($455.256 > 3.80$) indicates that reading culture variables (X) have an impact on and are correlated with learning motivation variables (Y). To put it another way, kids are more likely to be motivated to learn when there is a greater reading culture. A correlation test using the Pearson Product Moment model is performed following statistical tests for regression, normalcy, and linearity. The Pearson Product Moment correlation test was used to determine how strongly variable X (reading culture) and variable Y (learning motivation) were related. The following table displays the analysis's findings:

Table 4. Correlation Test Results

Correlations		X	Y
Reading Culture	Pearson Correlation	1	.851**
	Sig. (2-tailed)		0.000
	N	80	80
Learning Motivation	Pearson Correlation	.851**	1
	Sig. (2-tailed)	0.000	
	N	80	80

The reading culture and learning motivation variables in Table 4 above have 0.000, which is a significant value, meaning that 0.000 is less than 0.05, indicating a relationship or correlation between the two. The table also shows the Pearson Correlation value between learning motivation and learning motivation, which is 0.851. This indicates a very strong level of correlation between the two variables and a positive relationship, meaning Reading is a window to thought, experience, learning, and acquired knowledge. Regular and lifelong reading contributes to forming a reading culture that goes beyond normal skills and involves a culture that highlights broad literacy and regards reading as a daily and routine activity in life. It is believed that the more reading culture there is among students, the more motivated they will be to learn (Tajedini et al., 2024).

A good reading culture has been established if students regularly develop a reading culture. A reading culture must be developed and nurtured in various ways, requiring effort and determination. Reading should not be done under the pressure of academic tasks or to prepare for work. Instead, reading should always build one's mind and allow one to criticize, analyze, create, imagine, determine one's well-being, and see the world as a whole (Amaechi & Motalenyane, 2023). Additionally, reading helps people learn how to live and work with dignity, develop their full potential, improve their quality of life, become more resourceful, become informed citizens, make better decisions, develop critical, creative, and independent thinking, and learn new things (Odunayo, 2022). It is necessary to develop the habit of reading. It is necessary to cultivate this culture. Culture refers to the way of life of a specific group of people, whereas habit is an acquired behavioral pattern that is routinely followed until it becomes nearly involuntary and happens automatically. Therefore, the act of regularly reading is referred to as a reading habit or culture (Innocent, 2020). Through reading, people can learn how to live and work with dignity, promote their full potential, survive, become knowledgeable citizens, make better decisions, develop critical thinking skills, and never stop learning. Since no society can prosper without information, the lack of a reading culture contributes to social inequality and poses a threat to national progress (Luong, 2021).

Patronage of libraries and reading culture aid in acquiring desirable and significant knowledge. Students who have good reading habits have a powerful tool at their disposal to succeed in life. A habit of reading is crucial to building a literate society in the modern world. It molds people's personalities, fosters the development of sound thought processes, and generates fresh concepts (Esther et al., 2021). A person is considered to have a reading culture when they routinely and habitually read books and other informational resources that are not necessarily necessary for them to progress in their career or profession. Students display a reading culture only during exam times, and very few try to read for pleasure and knowledge (Mohammed, 2024). The foundation of literacy is a culture of reading. It supports the growth of people's understanding and motivation to learn. Undergraduate students' horizons are expanded, and general knowledge is acquired when a reading culture is established. However, the reading culture is fast disappearing (Asibi et al., 2021).

Students who have a good reading culture will be able to increase their learning motivation at school. The general driving force behind student leadership and the direction of learning activities is motivation to learn. Therefore, the urge to accomplish the goal is the source of motivation. For learning achievement to be realized, motivation to learn is crucial. Because it is so necessary to achieve such accomplishments, pupils must be able to motivate themselves. The notion of human needs states that satisfying needs motivates learning (Herpratiwi & Tohir, 2022). Reducing pupils' academic passion and engagement has been one of the top aims of all successful teachers since these two factors, which are excellent examples of positive academic behaviors, facilitate their learning achievement (Peng, 2021). Students can select from various activity options in motivation learning based on their individual learning preferences or situations. This can improve mood status by promoting motivation, engagement, and learning success (Lozano et al., 2020). Even if the teacher does not give learning resources or discipline in timely assignment collection, highly motivated pupils will undoubtedly attempt to learn on their own assignments. In this instance, reading culture can support students' motivation and learning discipline. The drive to learn reflects the degree of success or failure in learning. Their learning motivation motivates pupils to take action (Andini et al., 2023). Learning motivation is important because it directly affects employees' willingness to participate in learning events, pick up new information, and use it to

improve individual and group performance (Zhang et al., 2024). Learning motivation significantly influences student satisfaction, with intrinsic motivation crucial in this relationship. Students with higher levels of intrinsic motivation tend to report greater satisfaction with their learning environment. This can be attributed to the active engagement and personal satisfaction students experience when they pursue tasks they enjoy (Thi & Minh, 2024). Motivation to learn is an internal state of the learner that moves his behavior and performance and works on the continuation of behavior; it is a desire that spurs him to learn and directs his actions and behavior toward achieving learning and asking for more. The ambition to enjoy competitive situations and the unbridled desire for excellence and superiority are characteristics of learning motivation, which is the collection of internal and external circumstances that motivate the individual to reach goals (Al-Ta'ani & Hamadneh, 2023). Academically motivated students can overcome whatever obstacles they may encounter during their education (Tayag et al., 2024).

Research on reading culture on students' learning motivation in Yogyakarta makes an important contribution to understanding the role of literacy as a factor that can increase students' learning motivation. Through this research, it is possible to identify how reading habits implemented from an early age impact increasing students' interest and enthusiasm for learning, both in academic and personal development contexts. This research also has great significance in providing guidance for education policy and practice in Yogyakarta by exploring the relationship between reading culture and student learning achievement, which can be the basis for designing more effective literacy programs. The benefit of this research is that it provides useful insights for educators, parents, and the government to strengthen pupils' reading habits, aiming to improve their learning motivation and enrich the overall quality of education in Yogyakarta.

CONCLUSION

According to this study, reading culture has a very strong and significant relationship with students' motivation to learn in Yogyakarta, and the more reading culture there is, the more motivated students are to learn. This finding highlights the significance of reading culture in influencing students' motivation and learning success. It suggests that efforts to improve the quality of education in Yogyakarta should prioritize strengthening the reading culture in Yogyakarta by involving the roles of educators, parents, and the government to design more effective literacy programs. Such programs will not only increase students' learning motivation but also contribute to developing critical, innovative, and independent thinking skills and forming more informed citizens who can face future challenges.

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