

The Effect of Reading Literacy and Emotional Intelligence Toward Students' Learning Outcomes at Silih Nara Elementary School Aceh Tengah District

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Abstract

The research aims and focuses on analyzing the effect of reading literacy and Emotional Intelligence toward the learning outcomes of fifth-grade students at SD Negeri 7 Silih Nara, Aceh Tengah Regency. The research methodology used is quantitative study which conducted in the fifth-grade students of SD Negeri 7 Silih Nara, Aceh Tengah Regency. The research instrument used in this research was test. The data was collected from the test of reading literacy and test of Emotional Intelligence. The data was analyzed by using inferential analysis T-test. The inferential analysis utilized multiple regression analysis and hypothesis test with T-test, and F-test (ANNOVA). Data processing was performed by using SPSS Version 23. There were two result findings found based on the result of T-test and F-test (ANNOVA). The first result finding of T-test showed that reading literacy has significant effect toward the students' learning outcomes that showed by sig value was 0.000 (<0.05), but emotional intelligence does not have the effect toward the students' learning outcomes (0.163 (>0.05)). The second result finding of F-test (ANNOVA), the reading literacy and emotional intelligence analyzed together has significant effect toward students' learning outcomes. The Sig value obtained was .000^b. It means that hypothesis was accepted.

Keywords: Emotional Intelligence, Reading Intelligence, Learning Outcomes.

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INTRODUCTION

Based on Law Number 20 of 2003, education is not merely a teaching and learning process, but a comprehensive effort to fully develop students' potential. The goal of education is to shape individuals who are not only intellectually capable but also possess strong character, noble morals, and are prepared to face future challenges. Therefore, education serves as a vital long-term investment for the nation's progress.

National education in the 21st century carries a noble purpose: to create a prosperous and dignified Indonesian society on the global stage. To achieve this goal, education must focus on developing high-quality human resources equipped with knowledge, skills, and noble values. Graduates are expected to contribute actively to nation-building and to face the challenges of the era with confidence and

competence (Indahri, Y, 2021). Therefore, to reach that purpose, the students should be prepared their competences to face the challenge.

To achieve quality education and favorable outcomes, it is not enough to rely solely on policy concepts and written government regulations without practical application. The Indonesian Minister of Education and Culture (Kemendikbud) has implemented the 2022 curriculum, widely known as the "Merdeka Curriculum." This curriculum emphasizes essential content and provides students the freedom to choose subjects according to their interests (Goleman, D, 2020). Consequently, in the learning process, students are not only expected to develop cognitive intelligence but also to enhance and nurture their emotional intelligence to face future challenges in learning and life (Aristiani, A, 2021).

In addition, students must motivate themselves to enhance their skills and develop a strong desire to read learning materials from various sources (Abidin et al., 2018). Learning today can take place anytime and anywhere due to the abundance of learning resources, both in print and electronic media. This means that teachers are no longer the primary source of knowledge (Aini et al., 2021).

In connection with a study conducted by Central Connecticut State University on March 2016 on reading interest, Indonesia ranked 60th out of 61 countries. This indicates the reading interest and culture among Indonesians are very low. This aligns with findings from the International Educational Achievement study, which revealed that reading literacy of Indonesian elementary school student ranked 38th out of 39 countries. These findings are further supported by data from the Central Statistics Agency (BPS), which states that most Indonesians prefer watching television and listening to the radio over reading magazines or newspapers (Kemendikbud, 2017).

In improving the human resources quality, government promotes school literacy through various programs, including efforts to foster students' reading interest. One such initiative is the "15-minute reading program," where students read non-academic books before lessons begin. The reading materials emphasize local cultural values, character education, and the development of noble morals. Schools are also encouraged to provide well-stocked libraries to attract students and implement programs like "one student, one book" (Adam, A, 2018). These programs aim to boost students' interest in reading, as extensive reading is believed to enhance their knowledge, broaden their horizons, and ultimately improve their academic performance (Faradina, N, 2017).

Some previous study were done related to the factors which influence the students' learning outcomes. The first study was done by Nazraini, L., & Anas, N (2022). The result of her research showed that the students' learning outcomes were influenced by internal factors such as; intelligence and students' reading interest. The second research was held by Amri, S., & Rochmah, E (2021), the finding found that students' reading literacy was higher influenced the students' learning outcomes. They said that the students who have high reading literacy, have high learning outcomes.

Based on the author's observations at SD Negeri 7 Silih Nara, it was found that students at this school exhibit a notably low interest in reading, as evidenced by their average exam scores. This lack of reading interest has led to limited knowledge and a shallow understanding of academic material. In addition, students' emotional intelligence levels are also low, resulting in diminished motivation to engage in learning, difficulties in self-regulation, and challenges in building positive

relationships with peers and teachers. Many students also experience feelings of inferiority, leading to a lack of confidence in expressing and developing their personal potential. Furthermore, fifth-grade students often rush through their studies and demonstrate weak analytical skills.

The purpose of the study is to examine the influence of: (1) reading literacy on the social studies learning outcomes of Grade V students at SD Silih Nara, Central Aceh Regency; (2) emotional intelligence on the social studies learning outcomes of Grade V students at SD Silih Nara, Central Aceh Regency; and (3) reading literacy and emotional intelligence simultaneously toward the social studies learning outcomes of fifth grade students at SD Negeri 7 Silih Nara, Central Aceh Regency.

RESEARCH METHOD

This study is descriptive quantitative research aimed to describe the characteristics of students' literacy, emotional intelligence, and learning outcomes. Additionally, it seeks to statistically examine whether there is a significant relationship between literacy and emotional intelligence with students' social learning outcome. Regression analysis would be employed to measure the extent to which each variable influences learning outcomes (Syahrizal, H., & Jailani, M.S, 2023). The research population consists of all students of SD Negeri 7 Silih Nara, totaling 57 individuals. Since population is fewer than 100, total sampling is used as the sampling technique. Data collection technique was gotten from observations, questionnaire, test and documentations as research instruments. For questionnaire, the measurement scale applied was the Likert scale. Questionnaire was designed to investigate the items of Reading Literacy (pre-reading, while-reading, and post-reading) and Emotional Intelligence which consisted of 4 items such as recognizing own feelings, recognizing others' feelings, the ability to motivate own self, and the ability of emotional control). The questionnaire used in the study was analyzed by validity and reliability tests. While test was used to measure the students' learning outcome. Then, all data analysis was performed inferentially, utilizing multiple regression analysis. Prior to applying regression, prerequisite tests such as normality, homogeneity, and multicollinearity tests were conducted. For hypothesis test, T-test and F-test were employed. Data processing was measured by using SPSS Version 23.

RESULTS AND DISCUSSION

Result

The collected data from the questionnaire and interview form were analyzed descriptively, and the data from the result of students' social learning outcome test was analyzed quantitatively by using SPSS version 23. Based on the data analysis, the findings found as follows:

Variable Descriptive

According to the results of questionnaire and interview form about the variable Reading Literacy (X_1) and Emotional Intelligence (X_2), there were found that the level of respondents' achievement both of the variables could be described deeply.

The Reading Literacy Variable

The result of the students' answer from the questionnaire, it was found that the level of respondents' achievement in reading literacy could be shown in the table below:

Table 1. Conclusion of the Frequency Distribution of Reading Literacy Variable

No	Statements	Mean Score	TCR
1	Pre-Reading Activities	23,65	78,83
2	Reading Activities	18,77	74,33
3	Post-Reading Activities	11,47	76,49
	Total Score	20,63	76,55

Based on Table 1 above, it showed that the result of the respondents' achievement in Reading Literacy variable, which consists of three indicators, was explained as follows: The first indicator, pre-reading activities, consists of six (6) statement items with an average score of 23.65 and a respondent achievement level of 78.83, which falls under the "adequate" category. The second indicator, reading activities, also consists of six statement items, obtaining average score of 18.77 with a respondent's achievement level of 74.33, which is classified as "adequate." The third indicator, post-reading activities, consists of three statement items, achieving an average score of 11.47 with a respondent's achievement level of 76.49, which also falls under the "adequate" category. Overall, the Reading Literacy variable obtained an average score of 20.63 with a respondent achievement level of 76.55, classified as "adequate."

The Emotional Intelligence Variable

The result of the Emotional Intelligence variable showed the respondent achievement level could be seen in the table bellows:

Table 2. Conclusion of the Frequency Distribution of Emotional Intelligence Variable

No	Statements	Mean Score	TCR
1	Recognizing Own Feelings	3,37	67,48
2	Recognizing Others' Feelings	3,15	68,77
3	The Ability to motivate own self	3,47	68,77
4	The Ability of Emotional Control	4,28	64,21
	Total Score	3,56	67,30

Based on the table 2 above, it could be discussed that the Emotional Intelligence variable, which consists of four indicators—recognizing own feelings, recognizing others' feelings, the ability to motivate own self, and the ability of manage emotions—has an overall average score of 3.56, with a respondent achievement level of 67.30, which falls within the "sufficient" criterion. The lowest criterion is in the ability to manage emotions, with a score of 64.21, also falling under the "sufficient" criterion, while the highest respondent achievement level was found in the indicator of the ability to motivate own self, with mean score was 3.47 and TCR score was 68.77, which also falls within the "sufficient" criterion.

Inferential Test

The data which found from the students' social learning outcome test was analyzed by using SPSS version 23. However, before the data was analyzed by using inferential test, both variables of reading literacy and emotional intelligence should be analyzed the normality and homogeneity test firstly.

Normality Test

Based on the data analysis, it was found that the normality of the variables could be pointed in the following table:

Table 3. the Result of Normality Test

Variables	Asymp. Sig (2-tailed)	Explanation
Reading Literacy (X ₁)	0.055	Normal
Emotional Intelligence (X ₂)	0.169	Normal

The table above showed that both independent variables (Reading Literacy and Emotional Intelligence) and dependent variable (students' learning outcome) have the normality test of the data distribution.

Homogeneity Test

According to the result, it was gotten that the homogeneity of the variables showed in the table below:

Table 4. the Result of Homogeneity Test

Variables	Levene Statistic	df1	df2	Sig	Explanation
Reading Literacy (X ₁)	2.953	1	1.12	0.88	Homogen
Emotional Intelligence (X ₂)	3.874	6	79	0.275	Homogen

The table above pointed that both variables (reading literacy and emotional intelligence) and students' social learning outcome have homogeneity.

Multiple Regression Equation

After the data were analyzed the normality and homogeneity tests, then the next step was the data was analyzed by using Multiple Regression Equation Analysis. Based the analysis, the result could be shown in the following table:

Table 5. The Result of Multiple Regression Equation Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig
	B	St. Error	Beta		
(constant)	51.194	6.411		7.985	.000
X ₁	.642	.053	.859	12.134	.000
X ₂	.004	.048	.006	.091	.928

The formula of Multiple Regression Equation Analysis was:

$$51.1945 + 0,642X_1 + 0,004X_2$$

The constant value obtained was 51.194, it means if independent variables are zero (constant), dependent variable would have a value of 51.194. The regression coefficient of variable X_1 was positive (+) at 0.642, which indicates if variable X_1 increases, the dependent variable (Y) will also increase, and vice versa. The regression coefficient for variable X_2 was positive (+) at 0.004, meaning that if variable X_2 increases, dependent variable (Y) will increase too on the contrary.

Hypothesis Test

T-Test

To prove effects of each independent variable, namely Reading Literacy (X_1) and Emotional Intelligence (X_2), on the dependent variable, Learning Outcomes (Y), the results could be shown on the table below:

Table 6. T-Test

No	Variables	T-Value	Sig	Explanation
1	Reading Literacy	12.134	0.000	Significant
2	Emotional Intelligence	0,91	0.928	Not Significant

According to the table above, it could be explained the significance value (Sig) for the Literacy variable was 0.000 (< 0.05), which indicates it has significant effect on students' learning outcomes. Meanwhile, for the Emotional Intelligence variable, the Sig value is 0.928 (> 0.05), which suggests that it does not have significant effect on students' learning outcomes.

F-Test

In order to measure the effect of independent variables (X_1 , X_2) simultaneously toward dependent variable (Y), a simultaneous test was conducted using SPSS Version 23 with the following multiple linear regression equation:

Table 7. Table of Anova

Model	Sum of Square	DF	Mean of Square	F	Significance
Regression	1008.813	2	504.407	77.282	.000 ^b
Residual	352.450	54	6.527		
Total	1361.263	56			

According to the ANOVA table above, it was shown Sig value was 0.000 (< 0.05), it means independent variables (Literacy and Emotional Intelligence) have significant effect simultaneously on dependent variable (students' learning outcomes). It means null hypothesis (H_0) was rejected, and alternative hypothesis (H_a) was received.

Discussion

Based on the results of analysis and hypothesis testing described above, regarding the influence of independent variables on the dependent variable, it was found that

among the three proposed hypotheses, only the first hypothesis—related to the reading literacy variable (X1)—was empirically supported. In contrast, the second hypothesis concerning the emotional intelligence variable (X2) showed no significant effect on learning outcomes, meaning the hypothesis was rejected. However, the third hypothesis, which examined the combined effect of reading literacy and emotional intelligence, revealed a significant influence on learning outcomes. Therefore, it can be concluded that emotional intelligence alone does not significantly impact the students' learning outcomes, but it does when combined with reading literacy.

The hypothesis testing revealed that reading literacy (X1) has a positive and significant influence on students' learning outcomes. This conclusion is based on statistical tests using the *t*-test and significance test, which showed a significance value of $0.000 < \alpha (0.05)$, with an influence magnitude of 12.134. This indicates that for every 1% increase in reading literacy, student learning outcomes are expected to improve by 12.134%. Thus, the more reading literacy is enhanced, the greater the improvement in students' learning outcomes.

The results of the above analysis align with the findings of Mantahir, A., & Hamsiah, M.M (2019), who stated that literacy-based learning positively influences student achievement; in other words, literacy can enhance academic performance. This is also consistent with the study by Nuryanti, R (2019), which found that literacy programs contribute to improved learning outcomes. Their research, conducted within the context of Indonesian language instruction, demonstrated that students' literacy skills can significantly impact their academic performance across various subjects.

This is in line with the opinion of Sari, M.Z., et al (2020), who stated that the relationship between reading literacy and student learning outcomes is highly influential. The higher the level of reading literacy, the better the students' academic performance is likely to be.

The second result showed that the results of hypothesis testing indicate that the emotional intelligence variable (X2) does not have a significant influence on students' learning outcomes; in other words, the proposed hypothesis is rejected. This conclusion is based on the results of the *t*-test and significance test, which showed a significance value of 0.163 (> 0.05) for the emotional intelligence variable. Therefore, it can be concluded that emotional intelligence does not significantly affect students' academic performance.

This result is related to the statement of Anwar, A., et al (2023), emotional intelligence is the ability of an individual to recognize their own feelings and those of others, to self-motivate, to manage emotions effectively, and to build relationships with others. According to (Sulastyaningrum., et al 2019), students' emotional intelligence can assist them in coping with learning challenges and in interacting positively with their surrounding environment.

The last result showed that based on the results of hypothesis testing using the F-test, it was found that the reading literacy variable (X1) and the emotional intelligence variable (X2) together have a significant influence on students' learning outcomes. The significance value obtained was $0.000 (< 0.05)$, indicating that the independent variables—literacy and emotional intelligence—jointly have a significant effect on the dependent variable, which is student academic performance. Although emotional intelligence (X2) did not show a significant effect when tested individually, its influence becomes significant when analyzed in

combination with reading literacy, as shown by the joint significance value of 0.000 (< 0.05).

From the explanation above, it can be seen that the independent variables—reading literacy and emotional intelligence—have a significant influence on students' learning outcomes when analyzed collectively. However, when each independent variable is tested separately, the results show that emotional intelligence does not significantly affect the students' learning outcomes, leading to the rejection of the emotional intelligence hypothesis. In contrast, the reading literacy variable demonstrates a significant and positive effect on students' learning outcomes, confirming the validity of its hypothesis.

CONCLUSION

Based on the result findings showed above, the researcher could conclude that Reading literacy has a significant impact on the students' learning outcomes at SD Negeri 7 Silih Nara, Central Aceh Regency. Reading literacy plays a vital role in the learning process and directly influences students' academic performance. This skill encompasses not only technical reading abilities but also the capacity to comprehend and analyze information. Students with strong literacy skills tend to achieve better academic results. Factors such as access to reading materials, book borrowing habits, and school support contribute to the development of literacy. Enhancing reading literacy enables students to expand their knowledge and critical thinking skills, making it essential to foster a strong reading culture among students. While emotional Intelligence (EQ) does not have a significant effect on the learning outcomes of students at SD Negeri 7 Silih Nara, Central Aceh Regency. While emotional intelligence is considered important in education, its direct impact on academic performance is not always significant. Although it supports students in managing stress and building interpersonal relationships, other factors—such as motivation, teaching methods, and a supportive learning environment—may have a greater influence on learning outcomes. Therefore, it is essential to consider a comprehensive range of factors that affect academic achievement. However, 3). Emotional intelligence and reading literacy together have a significant effect on the learning outcomes of students at SD Negeri 7 Silih Nara, Central Aceh Regency. Both reading literacy and emotional intelligence contribute jointly to students' academic performance. Reading literacy enhances comprehension and the ability to analyze information, while emotional intelligence helps students manage their emotions and interact effectively with others. The combination of these two factors creates a more conducive learning environment, which in turn supports improved academic achievement.

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