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Influence of Quantum Learning on Interest in Reading and Cognitive Ability in History Subject of SMA Negeri 9 Palu Students

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Abstract

Currently, students' interest in reading in Indonesia has not experienced a significant increase, even though the government has tried to make improvements from year to year. Formulation problem in this study: How does the quantum learning model influence students' interest in reading history? Influence model *quantum* learning *learning* on students' cognitive abilities in history subjects. Research objectives: To analyze the influence of the *quantum learning model* on students' reading interest in history subjects and to analyze the influence of the *quantum learning model* on students' cognitive abilities in history subjects. Research methods: This type of research is *a quasi-experiment*, a research that is almost similar to an experiment but not entirely an experiment because the research subjects cannot be manipulated and controlled intensively. Research results: The interpretation of these data may reflect the success of the program or strategy implemented to improve cognitive abilities. However, further analysis is needed to identify these factors in order to draw more valid conclusions regarding the effectiveness of the intervention and inform future decision-making.

Keywords: Quantum Learning, Reading Interest, Ability Cognitive

Introduction

The condition of education still needs improvement and support in order to keep up with the challenges of the globalization era. Education is closely related to the learning process, which is considered ideal when it helps students master a number of competencies effectively and efficiently. The potential of students to understand the information contained in the information source is closely related to students' willingness to seek and read information that is closely related to students' reading interests.

Interest is a person's tendency to enjoy and be interested in some activities. If someone is interested in an activity, they will be enthusiastic to pay attention and follow the activity. For example, the desire to read is the drive that drives students to feel interested, pay attention, and enjoy reading activities so that they voluntarily do it. (Hakim et al., 2024) .

According to, reading interest is the desire to understand every word and content of the reading text so that readers can understand the information conveyed in the reading. Furthermore, (Nurul Hidayati Zahro & Arief Cahyo Utomo, 2024) Interest is a strong drive supported by a person's efforts to read. Individuals who have a high interest in reading will voluntarily seek out reading materials and read them either on their own initiative. And also on encouragement from others. Interest in reading can be understood as a strong desire for somebody to get information through reading.

A strong interest in reading gives a strong foundation for improving quality education. When someone has a high interest in reading, they tend to be more active in searching and absorbing knowledge from various sources. Activity reading in a regular way not only increases the ability to Language someone but also stimulates the mind and improves cognitive ability. Individuals who are fond of reading tend to have more knowledgebreadth and a greater understanding of various subjects. This, in a way, directly influences quality education because they can access, understand, and apply information with more effective context formal learning. In addition, interest in strong reading also promotesattitude. Study independence and creativity are important aspects of success in education. Therefore, it can concluded that interest in high reading is one of the factors key to increasing the quality of education, someone. At this time, interest-read students in Indonesia still have not experienced significant improvement, although the government has made an effort to repair it from year to year. In fact, interest is read internationally according to research conducted by the Program for International Student Assessment (PISA) 2018, which was released on December 3, 2019. The results of the research show a decline compared to PISA data from 2015.

Research this year, 2018, will inspect the ability of reading and science performance of 600,000 teenagers 15 years old. Ability Indonesia's reading is ranked 74th out of 79 countries surveyed, with an average score of 371. In addition, according to data from the World's Most Literate Nations announced in March 2016, the ranking interest read International Indonesia is in the 60th position out of 61 countries surveyed (Dewi et al., 2024). In line with statement (Fauziyah et al., 2024) research conducted by the International Association for Evaluation of Educational Achievement (IAEEA) in 1996, the ability read child 9-14 years old Indonesia occupies ranked 41st out of 49 countries surveyed. In addition, the survey from UNESCO shows that only around 0.01 percent children in Indonesia who show interest in reading. This means that out of 10,000 children in the generation successor nation, only one child showed interest in reading.

Based on observations at SMA 9, Palu shows interest in reading. The student is Still low marked with activities to record, file questions, and work on tasks; when asked by the teacher, the student tends to answer No know Because Not yet read source lessons. In addition, in the visitor data library during one semester, only 30 people and not someone borrowed book history. Reading interest creates strong intrinsic motivation to learn. When people enjoy what

they read, they tend to be more motivated to dig more in, understand, and absorb information. This can produce more involvement in the process.

Literature Review

Learning methods

Etymologically, the method comes from two words, namely "meta," which means through, and "hodos," which means path or way (Fauziyah et al., 2024). A method is a way or path used to achieve a goal (Rahmadina et al., 2024). Of course, a method is very much needed by a teacher, and its use varies according to the goals to be achieved. The position of the method is that of a tool in teaching strategies and as a tool to achieve goals. The method is literally a way of teaching. A method is a systematic way or steps taken by a teacher in delivering lesson material to students. From the various methods available, a teacher must be able to adjust to the lesson material to be taught (Dwijayanti, 2024).

The learning method is a way used in the learning process of everything used by teachers in teaching, which is also called a teaching method, while the method used by students in the teaching and learning process in class is called a learning method. The method used by a teacher and the method that students use in the teaching and learning process in class are both called learning methods (Hidayaturrohmah et al., 2024).

Quantum Learning Method

The Quantum learning method consists of tips, hints, strategies, and the entire learning process that can sharpen understanding and the power to remember and make studying a fun and rewarding process (Rahman, nd). Bobbi Deporter is a printer, originator, and developer of quantum learning. Principles The Quantum Learning method is everything talking, everything aims, experience before giving a name, admit every effort, and if it is worthy of study, it's also worth celebrating. Everything speaks like it is environment, class, and language, the body that sends messages For learning. Everything aims, and everything is related to a learning process that has an objective (Hendra Apriyadi et al., 2024).

The best learning process happens when students have experienced information before they obtain the name they learn. When the child is already starting to learn whatever, every business and work learning that is done is always considered a need and will influence to results more work Good (Win et al., 2024). If it is worth studying, then It's also worth celebrating; celebrating is an expression of excitement about the success achieved, and also, with celebration, can give bait positive feedback. Quantum learning is a very balanced combination between work and play, between internal and external stimuli, and between time spent in the safe zone. So, the method by which we interact with and control the environment around us is very decisive in how we study (Supriyadi, 2024).

Reading Interest

Reading interest is a feeling of more like and more interest shown in existing trends. For paying attention and making an activity meaningful interpretation of Language writing (reading) without someone telling me or do with his awareness, followed with a sense of joy and there is effort For read Because existence motivation in self individual (Annisa & Khalik, nd). This strengthens the fact that habituation reading is very important in education in Indonesia because, with reading, a student will own sufficient insight and knowledge so that they can follow development knowledge and technology that will be useful in facing the era of globalization. However, this No will achieved If the student has no interest in high reading (Patta, n.d.).

Reading interests students and is important in the development of literacy and knowledge. There is interest in strong reading , which can have an impact on the ability to read, comprehension of text, and development of cognitive and social students (Chairani et al., 2024). Reading can overcome difficulty. Study students. Some factors that influence the interest of students include environment, family, the role of the teacher, and the availability of source interesting reading. The teacher has a very important role in forming interest in students through creative and motivating learning approaches. Giving students a choice of appropriate reading with interest and level of reading can increase involvement. In addition, creating an atmosphere of fun and interactive learning can also stimulate interest in reading (Annisa & Khalik, nd)

Research Method

Types of research This is a quasi-experiment, which, according to (Kyandaru, nd), is research that is almost similar to an experiment but Not a full experiment Because the subject study can manipulated and controlled in a way intensively.

Results

The validity test aims to produce a truly powerful instrument capable of measuring aspects that should be measured so that the data obtained can considered valid and reliable (Sugiyono, 2019). An instrument questionnaire related to interest was read, validated by lecturer experts, and tested on students. The validity instrument this tested uses the method of product-moment correlation with results as follows:

Table 1. Validity test of reading interest questionnaire

No. Question	Sig 5%	Sig	Information
1	0.05	0.005	Valid
2	0.05	0.010	Valid
3	0.05	0.021	Valid
4	0.05	0.025	Valid

5	0.05	0,000	Valid
6	0.05	0.038	Valid
7	0.05	0.025	Valid
8	0.05	0.013	Valid
9	0.05	0.003	Valid
10	0.05	0.029	Valid
11	0.05	0.004	Valid
12	0.05	0.003	Valid
13	0.05	0.006	Valid
14	0.05	0.001	Valid
15	0.05	0.002	Valid
16	0.05	0.024	Valid
17	0.05	0,000	Valid
18	0.05	0.011	Valid
19	0.05	0.005	Valid
20	0.05	0.029	Valid
21	0.05	0.030	Valid
22	0.05	0.001	Valid
23	0.05	0.026	Valid
24	0.05	0.003	Valid
25	0.05	0.012	Valid
26	0.05	0.029	Valid
27	0.05	0.025	Valid

Based on Validity test results obtained Sig < 0.05, p This meaningful questionnaire interest read valid and properly used as an instrument, while the capability instrument cognitive obtained results validation as follows;

Table 2. Test of validity of question items

No. Question	Sig 5%	Sig	Information
1	0.05	0.001	Valid
2	0.05	0.009	Valid
3	0.05	0.015	Valid
4	0.05	0.005	Valid
5	0.05	0.001	Valid
6	0.05	0.021	Valid
7	0.05	0.022	Valid
8	0.05	0.008	Valid
9	0.05	0.026	Valid
10	0.05	0.047	Valid
11	0.05	0.011	Valid

12	0.05	0.005	Valid
13	0.05	0.027	Valid
14	0.05	0.020	Valid
15	0.05	0.013	Valid
16	0.05	0.004	Valid
17	0.05	0.047	Valid
18	0.05	0.015	Valid
19	0.05	0.003	Valid
20	0.05	0.004	Valid
21	0.05	0.017	Valid
22	0.05	0.015	Valid
23	0.05	0.013	Valid
24	0.05	0.014	Valid
25	0.05	0.001	Valid

Based on Validity test results, 30 items were obtained whose Sig < 0.05, so declared valid. Validity test data can be seen in Appendices 1 and 2, as well as results validity. Reliable tests aim to know the consistency of measuring instruments on the same object several times and tend to generate relative data. The reliable test technique used is Cronbach's alpha. The results of the reliable test For questionnaire interest read as follows;

Table 3. Reliability test of reading interest questionnaire

Reliability	Information
0.951	Reliable

Based on the data obtained reliability of 0.951 and includes category reliable, while the capability instrument cognitive obtained data as follows;

Table 4. Reliability test of question items

Reliability	Information
0.948	Reliable

Based on the data obtained, the reliability is 0.948 and includes the category reliable. This means that interest instrument reading and cognitive ability are very reliable for use in a repetitive way. Appendices 1 and 2 and results validity. In statistics, on testing, Mann Whitney obtained a significance of 0.000, small from 0.05, so that there is a significant influence of quantum learning on the ability of cognitive students. Improvement from the pretest to post on both groups shows the existence of different treatments. Interpretation of this data can reflect the success of the program or strategy implemented in increasing cognitive ability. However, the analysis needs to identify factors so that it can draw a more valid conclusion regarding the effective intervention and inform future decisions.

Discussion

History is a branch of knowledge that studies past events and their impact on modern life as well as the future. Subjects This covers the study of development politics social, economic, cultural, and international connection, which is presented in a framework of systematic and chronological time (Buulolo, 2024). History not only reveals past facts and events but also analyzes the connection between cause and effect, dynamic changes, and their relevance to life and society. Learning history emphasizes the exploration of experiences of humans in the past as a method For understanding patterns and impacts of incidents in life (Muhibbah et al., nd).

Society. With a multidimensional and cross-disciplinary approach, history helps students understand the context of life locally, nationally, and globally, as well as build awareness about identity, moral values, and learning from past experiences. Subjects' history is often considered monotone Because the narrative is long and less interactive. Research This finds that the use of Quantum Learning can overcome challenges through an approach based on real experience. As stated by (Sylvianica et al., nd), learning based on experience is capable of increasing the power of the information because of the relevance of the material taught more feel in life they.

One of the roles of teachers in operating their job is to create interesting and fun learning. Creative teachers need their own ability to utilize various strategies and sources of available power to help students understand Learning materials (Djuwita & Winarni, nd). Important factors that influence this matter are how teachers apply appropriate learning models to students. One of the learning models that can be used is quantum learning (Mauida et al., nd). The results of the study show that the quantum learning model has a significant influence on improving interest in reading. Based on the data obtained, students in the class experiment showed a higher average score tall in the questionnaire interest read that is is in the category tall by 67% and category very tall by 33%, while in the group control category high and medium each by 50% Analysis results statistics support that application of the Quantum Learning model significant influence interest read students. Findings This is in accordance with the results of the study (Intang et al., 2024) that the use of the quantum learning method can increase interest and reading abilities. Research This emphasizes the importance of teachers' role in creating an atmosphere of fun and interactive learning so that students are more motivated to read.

This is also in line with (Dewanto & Efendi, 2023) that the quantum learning method based on interactive media influences positive performance in Indonesian students. Although the interest of students was at first low, the implementation method succeeded in increasing mastery of the material and interest in reading. Quantum learning is an effective approach to learning that can increase the interest of reading students through various integrated and experience-focused strategies for fun learning. Environment-positive and supportive learning, which is one of the principles of quantum learning, helps students feel comfortable and more motivated to be involved in activity reading. The approach also uses method multisensory, such

as visualization, music, and movement, which allow students with various styles of learning (visual, auditory, kinesthetic) to understand and enjoy reading (Husain & Sumadi, nd).

Additionally, quantum learning involves students in a way active learning through discussion, games, or activity groups based on reading, which makes them feel more involved and interested in the material provided (Al Ayyubi et al., 2024). Connecting material reading to real-world situations also helps students see relevant readings in life so that they feel that they have clear and useful goals. More and more, quantum learning delivers positive feedback, strengthening the trust of students in reading and creating patterns that think positively about learning overall. With all its superiority, Quantum Learning not only increases interest in a way that is direct but also builds habit reading term continuous length (Akbar et al., 2024).

This matter is in accordance with the theory of constructivism, which states that learning happens in a way that is active when students are involved in building knowledge based on experience. Quantum learning supports constructivism by creating an atmosphere of learning that allows students to be involved and active in the process of reading, such as through discussion groups, analysis of text, and activities relevant to creativity (Ridwan et al., 2024). When students feel that learning reading is related to life, their interest in reading increases. A high interest in reading often motivates students to be more actively involved in reading activities. Engagement This is the main factor in creating a meaningful reading experience. For example, through activities like looking for additional information, asking about Contents reading, or discussing with teachers and friends in class, students get more lots chances to understand and deepen material reading, which in the end can increase understanding (Al Ayyubi et al., 2024).

In line with this view (Ni Kadek Putri Dwiani et al., 2024), interest is simply defined as the level of inclination, enthusiasm, or high drive to a thing. When a student's own interest in activities is reading, he will focus more and give attention to reading. On the other hand, if interest is low, attention to activity reading also tends to be minimal, so that involvement in understanding text reading also decreases. This is reinforced by (Putri, 2024), who explains that interest is one of the psychological driving forces for somebody to reach the purpose. Individuals who have an interest in objects, such as reading, will tend to pay more attention to activities and feel satisfaction from them. On the other hand, if an object has No interesting interest, attention and satisfaction against him will decrease. Therefore, the level of attention and satisfaction with activity reading is greatly influenced by how much interest the individual has in him (Hulu et al., 2024).

Conclusion

The quantum learning model has a significant influence on the improvement of interest in reading. Students with distribution interest read in group posts and experimented more well than group control. There is a significant influence on the quantum learning model towards the improvement ability of a cognitive student with an average reading in the group posts experiment better that is by 77 compared to group control of 59.

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