

The Effect of Attitudes, Interests, and Motivation Students on Text-Type Materials in Yogyakarta Elementary School

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Abstract. Understanding the types of texts is an important aspect in strengthening the basic literacy of elementary school students, especially in Indonesian subjects. However, low affective readiness such as attitude, interest, and motivation to learn is often an obstacle in achieving optimal learning outcomes. This study aims to examine the influence of attitudes, interests, and learning motivation on the understanding of text type materials in grade IV and V students in one of the State Elementary Schools in Yogyakarta. The sample in this study amounted to 30 students who were taken using the saturated sample technique. This study uses a quantitative approach with correlational methods and multiple regression analysis. The instruments used were a questionnaire on the scale of attitudes, interests, and motivations, as well as a test of understanding the type of text. The results showed that simultaneously, three independent variables (attitude, interest, and motivation) had a significant influence on the understanding of the type of text, which was indicated by an R Square value of 0.964. However, only a fraction of the attitude and motivation variables showed a significant influence, while interest was not statistically significant. These results show that affective factors, especially attitudes and motivations, play an important role in supporting students' understanding of different types of texts. This research provides important implications in the development of Indonesian learning strategies that are more contextual and oriented to student character.

Keywords: Learning Attitudes; Learning Interest; Learning Motivation; Understanding of Text Types

1. Introduction

The ability to understand text type material is one of the basic competencies in learning Indonesian at the elementary school level. The ability to understand texts is becoming increasingly crucial because students are required not only to be able to read mechanically, but also to be able to understand its meaning (Lena et al., 2022). Not only that, students are also asked to relate the information in the text to their experiences and daily lives. The ability to understand texts is a prerequisite for developing high-level thinking skills such as analysis, synthesis, and evaluation (Dewani et al., 2025). Therefore, learning types of texts such as narrative, descriptive, procedural, and expository is an important element in strengthening basic literacy oriented towards competency development (Kaforina et al., 2024).

However, the implementation of text-type learning in primary schools still faces complex challenges. Many students have difficulty distinguishing the structure of the text, recognizing the main idea and supporting ideas, and relating the reading to real experience. Some students show a lack of enthusiasm, lack of interest, and low motivation to learn in taking language lessons (Hsiao & Su, 2021). Therefore, attitudes, interests, and motivation to learn make a great contribution to students' success in understanding the types of texts. Attitudes reflect students' views and tendencies towards subjects (Belda-Medina & Marrahi-Gomez, 2023). A positive attitude will encourage active engagement and readiness to face learning challenges (Lena & Nikolov, 2025). Interest in learning, as an attraction or curiosity about a material, plays a role in increasing the intensity of attention and exploration of student learning content. While learning motivation is an internal and external drive that directs, moves, and maintains student learning activities (Herpratiwi & Ahmad, 2021). These three aspects are

closely related and can strengthen the process of understanding text type materials, especially in Indonesian learning at the elementary school level.

A number of previous studies have highlighted the importance of the role of affective factors in supporting the ability to understand texts (Zhao et al., 2024). Interest in learning has a positive effect on students' ability to understand narrative texts. In previous research, there was an emphasis that a positive learning attitude was closely related to students' active involvement in Indonesian language learning. There are also those who believe that a combination of attitudes, interests, and motivation can significantly predict a student's learning achievement (Iftanti, 2023). Recent research shows that the interaction between affective factors and teachers' learning strategies plays a major role in achieving literacy competence (Imbaquingo & Cárdenas, 2023).

Although there have been such studies, there is still very limited research that specifically examines the influence of attitudes, interests, and learning motivation on the ability to understand types of texts in grade IV and V elementary school students. Most research is still partial, and has not examined the relationship between these three affective factors simultaneously using a structured quantitative approach. This study seeks to determine the influence of students' attitudes, interests, and learning motivation on the ability to understand text type material with a correlational quantitative approach using multiple regression techniques which aim to find out how much influence each affective variable has on the understanding of text-type material. The results of this research are expected to provide a scientific foundation in the design of Indonesian learning.

1.1. Problem Statement

Although learning types of texts has become an important part of strengthening basic literacy through the Independent Curriculum, the reality on the ground shows that there are still many students in grades IV and V of elementary school who have difficulty understanding the structure and meaning of texts. This problem is not only related to limited cognitive abilities, but is also influenced by students' affective conditions, such as less positive attitudes, low interest in learning, and weak motivation for Indonesian lessons. Several previous studies have highlighted the importance of each of these affective factors separately, but there has not been much research that has comprehensively examined the relationship between the three simultaneously on the ability to understand text types, especially in the context of the Independent Curriculum. Therefore, in-depth research is needed to examine the extent to which students' attitudes, interests, and learning motivations contribute significantly to the ability to understand the type of text, in order to support the implementation of more adaptive, comprehensive, and meaningful learning.

1.2. Related Research

The research relevant to this study is research that shows the influence of attitudes, interests, and motivation to learn on the mastery of text-type material and other research that examines the relationship between independent variables (X) and bound variables (Y). Previous research results confirm that learning motivation has the potential to have a greater impact on students' academic achievement than other factors, because motivation plays an important role in encouraging active engagement, perseverance, and learning consistency (Valentín et al., 2022). Furthermore, other research shows that the interest in reading in elementary school students is relatively high, so it can be used as an important capital in improving language skills and mastery of certain types of texts (Prihantini & Fauziyah, 2023). Additional findings also show that increasing interest in learning and strengthening learning motivation are able to work synergistically, so that students are not only encouraged to be involved in the learning process but are also able to maintain their enthusiasm for learning for a longer period of time to achieve optimal learning outcomes (Bunari et al., 2024).

1.3 Research Objectives

This study aims to empirically examine the relationship between attitudes, interests, and motivation to learn with students' understanding of text-type materials in Indonesian learning

in grades IV and V of elementary school. Using a quantitative approach and multiple regression analysis techniques, this study seeks to identify how much each affective factor contributes to students' ability to understand the type of text. The results of the study are expected to provide a comprehensive overview of the role of affective factors in supporting the success of Indonesian language learning, as well as provide strategic input for teachers and policymakers in designing more effective, contextual, and student-centered learning approaches.

2. Theoretical Framework

2.1. Learning Attitude

Learning attitudes are affective components that reflect students' mental, emotional, and behavioral readiness in responding positively or negatively to the learning process. The theory of learning attitudes refers to this idea (Sudrajat et al., 2023). Attitude is a mentally and neurologically organized tendency that consistently affects an individual's response to a particular object or situation (Jiménez-Valverde et al., 2024). In the context of education, a positive learning attitude is an indicator of active involvement, willingness to learn, and student resilience to academic difficulties. A good learning attitude correlates with increased student involvement in Indonesian learning (Kahveci, 2023). In addition, there are those who affirm that a constructive learning attitude also supports the achievement of optimal learning outcomes, especially in text-based learning. The difficulty of students in understanding the structure and content of the text is greatly influenced by the low enthusiasm for the subject (Le & Le, 2022). Some even emphasized that a positive learning attitude will be more effective if it is accompanied by a participatory and contextual teacher learning strategy (Chen & Liu, 2021). Therefore, understanding and strengthening learning attitudes is an important aspect in learning design that is oriented to the character and academic achievements of students in the Independent Curriculum era.

2.2. Interest in Learning

Learning interest is a psychological drive characterized by students' liking, attention, and interest in learning activities, and has a great influence on academic success. Interest is a relatively fixed tendency to pay attention to and enjoy an activity (Çalışkan & Commentary, 2022). In the development of learning in elementary school, interest in learning serves as an internal driver that encourages students to be actively involved, find out, and survive the challenging learning process (Imbaquingo & Cárdenas, 2023). Interest in learning contributes significantly to the ability to understand narrative texts, as interested students are more focused and encouraged to read critically. High interest tends to be able to connect reading with personal experiences, thus strengthening understanding (Yulianto & Indriayu, 2023). Contextual and fun learning can significantly increase students' interest in learning. Meanwhile, highlighting the importance of an adaptive learning approach to maintain students' interest in learning in the digital era (Apriliana, 2022). Therefore, the development of learning interests must be the main concern of teachers in designing Indonesian learning that directly touches the affective aspects of students.

2.3. Learning Motivation

Learning motivation is an internal and external force that drives, directs, and maintains students' learning behavior in achieving academic goals, motivation is needed to place the need for self-actualization as the main driver of individuals to learn (Jiménez-Valverde et al., 2024). In the context of learning in elementary school, learning motivation plays an important role as a foundation that influences students' interest, attention, and perseverance in understanding the material, including the type of text in Indonesian (Kahveci, 2023). Students' intrinsic motivation has a great influence on the success of reading comprehension, especially in descriptive and expository texts. In addition, Positive feedback from teachers can significantly increase students' motivation to learn (Indrayadi, 2021). High motivation shows better resilience in facing learning difficulties, with high learning motivation, can be seen from the way of learning, namely being serious in learning the learning material, active in class,

working on the problems given, always dissatisfied and high curiosity (Ceyhan & Yildiz, 2021), strong learning motivation has been proven to be able to improve learning outcomes through increased independent learning efforts (Ersoy & Dede, 2022). Therefore, strengthening learning motivation needs to be an integral part of adaptive and holistic learning strategies at the elementary school level.

2.4. Understanding Text Types

Understanding the type of text is a reading ability that involves the recognition of structure, communicative purpose, and the content of various types of texts such as narrative, descriptive, procedural, and expository. Schema theory is an important foundation in explaining how prior knowledge affects the understanding of the text. In the context of the independent curriculum, the type of text learning is directed to strengthen students' critical, analytical, and reflective thinking skills (Apriliana, 2022). Good mastery of text structure significantly improves students' ability to interpret and infer the content of the reading. The ability to understand texts is closely related to students' metacognitive activities during reading (Ningrum et al., 2024). The importance of integrating real-life context in text-type learning so that students are able to connect the content of reading with personal experiences. Therefore, strengthening the ability to understand various types of texts is a strategic step in forming functional and sustainable literacy at the elementary school level.

Understanding the type of text is the ability of students to identify the structure, communicative purpose, and content or meaning of a text according to its type, such as narrative, descriptive, procedural, and expository. Comprehension is the second level of cognitive processes in Bloom's revised Taxonomy, which includes the interpretation, elaboration, and classification of information. In the context of the Independent Curriculum, understanding the types of texts is not only important academically, but also as part of strengthening students' basic literacy oriented towards meaningful and contextual learning. Understanding the types of texts is very important to improve student literacy and support learning outcomes in the Independent Curriculum. Recent studies have shown that the ability to understand the structure and function of text is closely correlated with critical thinking and problem-solving skills. In learning Indonesian, mastery of narrative, descriptive, procedural, and expository texts helps students not only understand the content of the reading, but also express ideas logically and concisely in written form. Therefore, strengthening the understanding of text types must be carried out gradually and contextually, through guided reading activities, literacy projects, and formative assessments that encourage student reflection.

3. Method

3.1. Research Design

This study uses a quantitative approach with a type of correlational research, which is a form of research that aims to find out the extent of the relationship between two or more variables. Data analysis was carried out by testing the validity and reliability of the research instrument first. The validity test of the statement items was carried out using the Pearson Product Moment correlation technique to the total score of each variable. After the validity and reliability tests are performed, multiple regression analysis will be performed to determine the relationship between the variables. The population and sample in this study are a population of 30 students and the sample in this study is attitude, interest, motivation and text-type material. In this context, this study aims to uncover the relationship between learning attitudes (X_1), learning interest (X_2), and learning motivation (X_3) as independent variables to understand text type material (Y) as a bound variable in elementary school students in grades IV and V. The correlational quantitative approach was chosen because it is able to provide an objective empirical picture through statistically analyzed numerical data. so that it can identify the level of relationship and contribution of each affective variable to students' understanding of Indonesian language learning, especially in text type materials, as can be seen in figure 1 below.

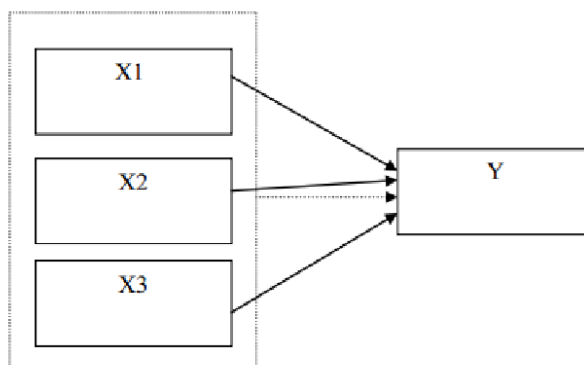


Figure 1. Research Design

3.2. Responders

The respondents in this study were students in grades IV and V at one of the Yogyakarta Elementary Schools totaling 30 students who already understood the type of text material. The respondents in this study amounted to 30 students with information that the number of grade IV students was 14 with 6 female students and 8 male students, while the number of class V students was 6 students with 6 female students and 10 male students. The average age of students is 10-12 years old. Respondent data can be seen in the table below.

Table 1. Research Respondents

Gender/Class	IV	V
Woman	6	6
Man	8	10

3.3. Data Collection

The data collection used in this study was questionnaires and tests, namely questionnaires on attitude, interest, and motivation scales as well as tests to determine the influence of the type of text material. The test is created in the form of multiple choice and essays, while the questionnaire is scaled. The questionnaire is independently created by the researcher and developed by the lecturer in charge of the course. The sampling used in this study is a saturated sampling technique, where the population is relatively small. The following table below describes the aspects and indicators of each variable.

Table 2. Research Instrument Indicator Grid

Variable	Aspects	Indicators
Attitude	Perseverance	Diligent in learning text types
	Responsibility	Responsible for participating in text-type learning
	Belief	Confidence in following text-type learning
	Acceptance	Acceptance of text-type material lessons
Interest	Interest	Interest in text material
	Attention	Attention when studying text material
	Pleasure	Pleasure in reading and understanding text types
Motivation	Internal push	Curious, successful
	External thrust	Teacher, parent, and reward support
	Low motivation	Low motivation
Text Comprehension	Knowledge	Know the definition and purpose of each type of text
	Introduction	Recognizing the structure and linguistic characteristics of the text

Variable	Aspects	Indicators
	Ability	Explain the differences and examples of text types, describe objects through text
	Valuation	Assessing the benefits of texts in everyday life

This research instrument is designed to measure four main variables, namely learning attitudes (X_1), learning interest (X_2), learning motivation (X_3), and students' understanding of text-type material (Y). To collect accurate and relevant data, two types of instruments were used, namely Likert scale questionnaires for variables X_1 , X_2 , and X_3 , as well as objective and descriptive tests for variables Y .

The variables of the learning attitude instrument were compiled based on four aspects, namely: perseverance, responsibility, confidence, and acceptance of Indonesian lessons. Each aspect was measured through statements compiled in the form of questionnaires with a choice of tiered answers from disagreeing with a score of 1, disagreeing with a score of 2, agreeing with a score of 3, and strongly agreeing with a score of 4. For positive statements, for negative statements the score is reversed

The instrument of learning interest includes three aspects, namely interest, attention, and enjoyment of learning Indonesian. Just like attitudes, all indicators of interest are developed into ten statements on the Likert scale. The statement reflects how students show their interest in the text material, how attentive they are during the learning process, and the extent to which they enjoy reading and understanding the type of text.

For learning motivation, the instruments are divided into internal motivation, external motivation, and negative indicators of low motivation. Each aspect is measured by several statements containing psychological content that reflects a desire to know, social support, and apathy towards learning. In total, there are 10 statements prepared with a combination of positive and negative indicators.

Meanwhile, to measure students' understanding of text-type material, an objective test was used in the form of 10 multiple-choice questions and 5 descriptive questions. The aspects measured include: knowledge of the definition and purpose of texts, recognition of linguistic structures and characteristics, ability to distinguish and provide examples, assessment of the usefulness of texts in everyday life, and ability to describe objects through text. Assessments for multiple-choice questions are given a score of 5 per question, while description questions are scored 10 per question, so the maximum total score is 100.

With the design of this comprehensive instrument, the researcher hopes to capture the correlation between the variables of attitude, interest, and learning motivation as well as the level of completeness of students in a comprehensive and objective manner.

3.4. Data Analysis

The analysis of the main data, validity and reliability of the research instrument is tested first. The data analysis in this study uses the SPSS 25 tool for windows. The validity test of the statement items was carried out using the Pearson Product Moment correlation technique to the total score of each variable. Statements that have a correlation value above the critical value (r table) are declared valid. Furthermore, the reliability of the instrument was tested using the Alpha Cronbach coefficient, with a reliability value considered adequate if it reached or exceeded 0.70. Only valid items and reliable instruments are used in the final analysis. After the validity and reliability test is carried out, a double regression analysis will be carried out to find out the relationship between variables.

3.5. Validity and Reliability

From the validity test carried out, it is known that the results of student data collection are valid and can be tested for reliability. This test is carried out in 4 stages according to the variable category. The results of the validity test on the instruments that have been made are as shown in tables 3, 4, 5, and 6.

Table 3. Summary of Attitude Validity Test

Items	Corrected Item-Total Correlation	rtable	Information
P01	0.712	0.361	Valid
P02	0.712	0.361	Valid
P03	0.786	0.361	Valid
P04	0.634	0.361	Valid
P05	0.804	0.361	Valid
P06	0.845	0.361	Valid
P07	0.712	0.361	Valid
P08	0.724	0.361	Valid
P09	0.797	0.361	Valid
P10	0.753	0.361	Valid

Table 4. Summary of Interest Validity Test

Items	Corrected Item-Total Correlation	rtable	Information
P01	0.809	0.361	Valid
P02	0.853	0.361	Valid
P03	0.755	0.361	Valid
P04	0.852	0.361	Valid
P05	0.846	0.361	Valid
P06	0.768	0.361	Valid
P07	0.852	0.361	Valid
P08	0.833	0.361	Valid
P09	0.849	0.361	Valid
P10	0.821	0.361	Valid

Table 5. Motivational Validity Test Summary

Items	Corrected Item-Total Correlation	rtable	Information
P01	0.787	0.361	Valid
P02	0.598	0.361	Valid
P03	0.787	0.361	Valid
P04	0.752	0.361	Valid

Items	Corrected Item-Total Correlation	rtable	Information
P05	0.659	0.361	Valid
P06	0.725	0.361	Valid
P07	0.777	0.361	Valid
P08	0.800	0.361	Valid
P09	0.688	0.361	Valid
P10	0.695	0.361	Valid

Table 6. Summary of Text Type Comprehension Validity Test

Items	Corrected Item-Total Correlation	rtable	Information
PG1	0.436	0.361	Valid
PG2	0.599	0.361	Valid
PG3	0.709	0.361	Valid
PG4	0.788	0.361	Valid
PG5	0.844	0.361	Valid
PG6	0.882	0.361	Valid
PG7	0.904	0.361	Valid
PG8	0.910	0.361	Valid
PG9	0.901	0.361	Valid
PG10	0.878	0.361	Valid
E1	0.953	0.361	Valid
E2	0.961	0.361	Valid
E3	0.919	0.361	Valid
E4	0.939	0.361	Valid
E5	0.964	0.361	Valid

From tables 3, 4, 5, and 6, it can be seen that the validity results for all instruments are valid, so the next test of reliability, namely reliability, can be performed. The results of the reliability test with SPSS 25 get high results, as shown in the table 7 below.

Table 7. Reliability Test Summary

Reliability	Alpha Cronbach	Respondents
Attitude (X1)	0.779	30
Interests (X2)	0.786	30
Motivation (X3)	0.777	30
Comprehension (Y)	0.750	30

The results of the reliability test showed that the instruments of each variable were quite robust with the results showing an alpha Cronbach value of >0.7 .

3.6 Hypothesis testing

The formula for the research hypothesis with regression analysis, namely the regression of X_1 , X_2 , and X_3 to Y is as follows:

$$H_0: b_1 = b_2 = b_3 = 0$$

The null hypothesis (H_0) states that the three regression coefficients (b_1 , b_2 , and b_3) are equal to zero. This means that simultaneously the free variables X_1 , X_2 , and X_3 have no significant influence on the bound variable Y . And if,

$$H_1: b_1 \neq 0, b_2 \neq 0, b_3 \neq 0$$

The alternative hypothesis (H_1) states that at least one regression coefficient (b_1 , b_2 , or b_3) is not equal to zero. This suggests that at least one independent variable has a significant effect on the Y -bound variable.

4. Findings

4.1. Model Summary

Based on the results of multiple regression analysis presented in the Model Summary Table, it can be seen that the constructed regression model shows a very strong relationship between independent variables (X_1 , X_2 , and X_3) simultaneously against dependent variables (Y). This is indicated by the high value of the correlation coefficient (R), thus describing the degree of close relationship between all the variables in the model. As expected, there is an influence between bound variables and independent variables. The results of the model summary can be seen in the table below.

Table 8. Model Summary

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.982a	.964	.960	2.064

a. Predictor: (Constant), X_3 , X_1 , X_2

The results of the analysis in the Model Summary table show that the value of $R = 0.982$. This shows that there is a very strong correlation between three independent variables (X_1 , X_2 , and X_3) simultaneously against the dependent variable (Y).

The value of $R^2 = 0.964$ indicates that 96.4% of the variation of the Y variable can be explained by three independent variables. While the remaining 3.6% is explained by other variables outside the model. The Adjusted R^2 of 0.960 also indicates that the model used is robust and stable enough to predict dependent variables.

4.2 Simultaneous Significance Test (Anova)

The results of the ANOVA test on multiple regression analysis serve as a global testing mechanism (overall test) to comprehensively assess the feasibility of the model. In this context, ANOVA through the F-test compares the variation that can be explained by all independent variables (Total Regression Squared) with the unexplained variation or residual error (Sum of Residual Squares). The following is an explanation of the results of the simultaneous significance test (Anova) in the table below.

Table 9. Simultaneous Significance Test (Anova^a)

Type		Sum of Squares	Df	Mean Squaqr	F	Sig.
1	Regression	2942.716	3	980.905	230.279	.000b

Type	Sum of Squares	Df	Mean Squaagre	F	Sig.
Residual	110.751	26	4.260		
Entire	3053.467	29			

- a. Variable dependent: Y
- b. Predictor: (Constant), X₃, X₁, X₂

The ANOVA test was performed to find out if the regression model was simultaneously significant. The F-value was calculated as 230.279 with a significance level (Sig.) of 0.000 < 0.05, indicating that the regression model was simultaneously significant. This means that the variables X₁, X₂, and X₃ together affect Y. Thus, it can be known that for the hypothesis test, H₀ is rejected because sig. < 0.05, and overall , significant and H₁ is accepted because of at least one coefficient ≠ 0.

4.3 Partial significance test (coefficient)

The results of the partial t-test in multiple regression analysis were used to determine the influence of each independent variable (X₁, X₂, and X₃) separately on the dependent variable (Y). This test aims to identify which variables have an individually significant contribution in the constructed regression model. Through the t-test, it will be known how each independent variable affects the bound variable. The following is an explanation of the partial significance test (coefficient) in the table below.

Table 10. Test coefficient ^(a)

Kind	Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	T	Sig.
1 (Constant)	-.442	3.665		-.120	.905
X ₁	.361	.169	.317	2.137	.042
X ₂	.295	.166	.315	1.777	.087
X ₃	.353	.134	.364	2.636	.014

- a. Variable dependent: Y

The results of the t-test in the table above show that there is a significant influence of several independent variables on the bound variables. The variable X₁ was shown to have a significant influence on the Y variable, which was indicated by a t-value of 2.137 and a significance value of 0.042 that was smaller than 0.05. Meanwhile, the variable X₂ has no partial significant influence on the Y variable because the significance value is 0.087 which is greater than 0.05. In contrast, the X₃ variable showed a significant influence on Y, with a t-value of 2.636 and a significance of 0.014 which was below the threshold of 0.05. The constants in the model had a significance value of 0.905 which was much higher than 0.05, so it can be concluded that the constant was not statistically significant and had no significant influence in the regression model tested.

5. Discussion

The results of this study provide empirical evidence that attitudes, interests, and motivation to learn have an effect on students' understanding of the type of text material. These findings reinforce the view that students' success in understanding learning materials is not only determined by cognitive aspects, but also strongly supported by affective and motivational factors. Through regression analysis conducted with the help of SPSS 25, it was proven that the attitude and motivation variables had a significant influence, while interest showed insignificant results.

Theoretically, a positive learning attitude encourages students to be more open in accepting new knowledge and actively interacting with learning materials. This is in line with the findings which emphasizes that a constructive attitude strengthens student involvement so that learning outcomes become more optimal. In this context, attitude not only plays a role as a psychological predisposition, but also as a driving factor for the achievement of cognitive outcomes.

On the other hand, learning motivation has been shown to be a strong predictor in improving students' understanding of text material. Students who are intrinsically motivated tend to be more persistent, less likely to give up, and more likely to find strategies for understanding texts. This is reinforced by research (Chou et al., 2021) which shows that motivation functions as a psychic energy that moves learning behavior towards the desired goal. Other research by (Cevahir et al., 2022) It also supports these results, where motivation has been shown to play an important role in improving academic achievement, especially in literacy-based subjects.

As for learning interest, although theoretically recognized as one of the main drivers of student engagement (Dewi et al., 2023), in this study did not show a significant effect. This phenomenon can be explained by the limited number of samples and the possibility of moderator variables such as teacher support or learning methods that are not fully controlled. These findings are in line with the study (Mitha & Basri, 2024) which emphasizes that interests do not always have a direct effect on learning outcomes, but often work indirectly through other variables such as motivation or learning attitudes.

Overall, the results of this study show that attitudes and motivation for learning are core in the success of understanding the type of text, while interest tends to have an indirect contribution. These findings support the argument of (Hendratno et al., 2022) who emphasize the importance of strengthening the dimension of attitudes and motivation in the design of Indonesian learning in elementary schools. This is crucial because the basic education stage is a period of establishing the foundation of sustainable learning habits, character, and literacy skills.

However, this study has limitations on the relatively small number of samples so the generalization of the results still needs to be tested further. This limitation may also affect the stability of significance in independent variables, especially in interest variables. Therefore, further research with a larger sample size and a more complex methodological design (e.g. by adding mediation or moderation variables) is needed to provide a more comprehensive picture of the influence of attitudes, interests, and learning motivations on the understanding of text types.

6. Conclusion

Based on the research statement that has been formulated, it can be concluded that attitudes, interests, and motivation to learn simultaneously have a significant influence on the understanding of text-type material in grade IV and V elementary school students. The R² value of 96.4% indicates that the regression model used is very strong in predicting students' understanding of the type of text. Partially, only the attitude and motivation variables had a significant effect, while learning interest did not show a statistically significant influence. These findings affirm the importance of strengthening positive attitudes and student learning motivation in order to improve text literacy. Teachers are expected to be able to design learning strategies that not only focus on cognitive aspects, but also pay attention to students' affective readiness so that Indonesian learning can take place in a more meaningful and contextual way. The limitation of this study is the small sample size and only a few linear analysis tests are used.

Limitations

This research has several limitations that need to be considered. First, the relatively small number of respondents, namely only 30 students from one elementary school, limits the

generalization of the results of the study to a wider population. Second, the questionnaires and test instruments used, although they have been tested for validity and reliability, are still at risk of subjectivity bias because they involve student perceptions. Third, this study only uses multiple regression linear analysis without adding other analyses to enrich the research results on attitudes, interests, and motivation to learn. In addition, other variables that can affect the comprehension of text types, such as the home learning environment, teacher teaching methods, or students' reading skill levels, have not been explored in depth.

Recommendations

Based on these findings and limitations, it is recommended to the next researcher to expand the scope of respondents so that the results of the study can be generalized more widely. Follow-up research should also combine quantitative and qualitative approaches to gain a deeper understanding of students' affective dynamics in Indonesian language learning. Teachers and education practitioners are advised to strengthen affective-based learning by creating a learning atmosphere that supports the development of positive attitudes and student learning motivation, for example through collaborative learning, the use of digital media, and psychological reinforcement. In addition, text-type material must be delivered contextually and close to students' lives so that interest in learning can increase naturally.

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Conflict of Interest

The author states that there is no conflict of interest.

Generative AI-Based Technology Declaration

This script was prepared with the help of Generative AI (ChatGPT, OpenAI). AI is used to help with the drafting, refinement of language, and organizing content. All intellectual contributions, critical analysis, and final revisions are done by the author. The author is solely responsible for the accuracy, originality, and integrity of the content presented in this work.

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