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The Effect of Students' Responsiveness Toward Teachers' Role in Indonesian Language Learning on Reading Interest of Grade XI Students

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Abstract: This study examines the effect of student responsiveness and the role of Indonesian language teachers on the reading interest of Grade XI students at SMK Negeri 2 Kediri in the 2025/2026 academic year. A quantitative approach with a multiple linear regression design was applied. The sample consisted of 100 students selected using cluster sampling. Data were collected through a structured questionnaire containing 30 items measuring student responsiveness (X1), teacher role (X2), and reading interest (Y). The data were analyzed using SPSS version 25, including validity, reliability, classical assumption tests, multiple regression analysis, coefficient of determination, and hypothesis testing. The results show that all instruments were valid and reliable. Partial testing indicates that student responsiveness significantly influences reading interest ($t = 6.104$; $p < 0.001$), while teacher role also has a significant effect ($t = 5.393$; $p < 0.001$). Simultaneously, both variables significantly affect reading interest ($F = 92.624$; $p < 0.001$). The coefficient of determination ($R^2 = 0.656$) indicates that 65.6% of reading interest is explained by the two variables, while 34.4% is influenced by other factors. These findings emphasize the importance of active student engagement and effective teacher roles in improving students' reading interest in vocational education contexts.

Keywords: student responsiveness, teacher role, reading interest, Indonesian language learning, vocational education.

INTRODUCTION

Indonesia is a country characterized by high cultural and linguistic diversity, consisting of approximately 340 ethnic groups and more than 600 local languages. This diversity, along with geographical challenges and unequal access to education, presents significant obstacles to improving the quality of human resources. Despite continuous educational development efforts, Indonesia still faces challenges in literacy performance. According to international assessments, Indonesia remains ranked relatively low in the Human Development Index and literacy-based evaluations, including the Programme for International Student Assessment (PISA), where Indonesian students consistently score below the global average (OECD, 2023).

Low reading literacy is influenced by various factors, including limited access to reading materials, insufficient literacy culture, and uneven distribution of educational resources between urban and rural areas (UNESCO, 2016). In addition, students' reading interest plays a crucial role in determining their literacy achievement. Reading interest is not only influenced by individual motivation but also by the learning environment, especially the role of teachers in fostering active learning engagement (Djaali, 2018; Sudjana, 2017).

In Indonesian language learning, student responsiveness is an important indicator of learning engagement. Responsive students tend to show higher participation, better comprehension, and stronger motivation to read. Conversely, low student responsiveness often leads to decreased learning interest and poor academic performance. Teachers also play a central role in stimulating students' reading interest through instructional strategies, motivation, and the creation of an interactive learning environment (Hamalik, 2015).

Previous studies have shown that both student responsiveness and teacher roles significantly influence reading interest and academic achievement. For example, research by Wati et al. (2022) found that teacher involvement in literacy activities positively affects students' reading habits, while other studies confirm that active student participation is strongly correlated with reading motivation (Meo & Wahyudin, 2021).

Based on these conditions, there is a gap between expected and actual literacy outcomes among students. Therefore, this study aims to analyze the effect of student responsiveness and the role of Indonesian language teachers on the reading interest of Grade XI students at SMK Negeri 2 Kediri in the 2025/2026 academic year.

RESEARCH METHOD

This study employed a quantitative research approach with a correlational design to examine the influence of student responsiveness and teacher roles on students' reading interest. The quantitative approach was used to measure variables numerically and analyze relationships among variables using statistical methods. The research design applied was multiple linear regression to determine the effect of two independent variables, namely student responsiveness (X1) and teacher role (X2), on the dependent variable, reading interest (Y).

The population of this study consisted of all Grade XI students at SMK Negeri 2 Kediri in the 2025/2026 academic year, totaling 246 students. The sample consisted of 100 students selected using cluster sampling technique. This technique was chosen because the population was already organized into intact classes, allowing researchers to randomly select certain classes as research samples.

Data collection was conducted using a structured questionnaire consisting of 30 items. The questionnaire was divided into three sections: 10 items measuring student responsiveness, 10 items measuring teacher role, and 10 items measuring reading interest. All items were measured using a four-point Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree).

Before hypothesis testing, the instrument was tested for validity and reliability to ensure data quality. Data analysis was performed using SPSS version 25. The analysis included descriptive statistics, classical assumption tests (normality, multicollinearity, and heteroscedasticity tests), multiple linear regression analysis, coefficient of determination (R^2), and hypothesis testing using t-test and F-test. A significance level of 0.05 was used as the basis for decision-making. If the p-value was less than 0.05, the hypothesis was considered statistically significant.

RESULT AND DISCUSSION

This chapter presents the research data systematically and comprehensively. The research results are described based on statistical tests using SPSS software. The discussion focuses on interpreting the findings by relating them to the theories and literature review presented in the previous chapter. In addition, this chapter identifies significant patterns from the primary data collected through questionnaires. This study focused on Grade XI students at SMK Negeri 2 Kediri by distributing questionnaires to 100 Grade XI respondents. The data in this study are presented by describing the questionnaire results regarding students' responses to the role of Indonesian language teachers in relation to students' reading interest. The questionnaire distributed to Grade XI students at SMK Negeri 2 Kediri was in the form of a Google Form, in which students selected the available answers provided in the form. The questionnaire options consisted of multiple-choice responses ranging from "strongly inactive" to "strongly active."

Research Results

The research results present the findings of data analysis from the study entitled "The Effect of Students' Responses to the Role of Indonesian Language Teachers on Students' Reading Interest in Grade XI at SMK Negeri 2 Kediri in the 2025/2026 Academic Year." The data were collected using questionnaires distributed to 100 Grade XI students of SMK Negeri 2 Kediri in the 2025/2026 academic year.

The presentation of the results is arranged systematically, beginning with a description of respondent data, followed by instrument validity and reliability tests, classical assumption tests, multiple linear regression analysis, coefficient of determination test (R^2), and hypothesis testing using the F-test and t-test with SPSS version 25.

Instrument Test

A high-quality research instrument must meet two main criteria, namely validity and reliability. Validity indicates how accurately a measuring instrument captures what is intended to be measured, while reliability is related to the stability of measurement results when used repeatedly. A valid instrument can reflect the actual condition of the variable being studied, whereas a reliable instrument produces consistent data without major fluctuations under the same conditions (Zayrn et al., 2025: 781).

a. Validity Test

The validity of an item is determined by correlating the item score with the total score. If the correlation value of r is below 0.05, the instrument item is declared valid. Conversely, if the r value exceeds 0.05, the item is considered invalid. To determine validity, the researcher used IBM SPSS version 25 software.

In the validity test, the sample size consisted of 100 respondents. The r-table value was determined through a two-tailed test with a significance level of 0.05. The degree of freedom (df) was calculated using the formula df = n – 2, resulting in df = 100 – 2 = 98. Therefore, the r-table value for the validity test can be seen in the following table.

Validity of the Student Response Variable (X1)

Table 1. Validity of the Student Response Variable

Variable	**r-calculated**	**r-table**	**Description**
Student Response (X1)			
X1.1	.652	.197	alid
X1.2	.624	.197	alid
X1.3	.665	.197	alid
X1.4	.527	.197	alid
X1.5	.513	.197	alid
X1.6	.701	.197	alid
X1.7	.705	.197	alid
X1.8	.702	.197	alid
X1.9	.692	.197	alid
X1.10	.535	.197	alid

Data processed: 2026

Based on the validity test results in the table above, all items in variable X1, namely student response, are declared valid. This is because the calculated r-value is greater than the r-table value of 0.197.

Validity of the Teacher Role Variable (X2)

Table 2. Validity of the Teacher Role Variable

Variable	**r-calculated**	**r-table**	**Description**
Teacher Role (X2)			
X2.1	0.483	0.197	Valid
X2.2	0.545	0.197	Valid
X2.3	0.569	0.197	Valid

Variable	r-calculated	r-table	Description
X2.4	0.740	0.197	Valid
X2.5	0.562	0.197	Valid
X2.6	0.712	0.197	Valid
X2.7	0.737	0.197	Valid
X2.8	0.708	0.197	Valid
X2.9	0.694	0.197	Valid
X2.10	0.568	0.197	Valid

Data processed: 2026

Based on the validity test results in the table above, all items in variable X2, namely the teacher's role, are declared valid. This is because the calculated r-value is greater than the r-table value of 0.197.

Validity of the Students' Reading Interest Variable (Y)
Table 3. Validity of the Students' Reading Interest Variable

Variable	r-calculated	r-table	Description
Students' Reading Interest (Y)			
Y1	0.647	0.197	Valid
Y2	0.696	0.197	Valid
Y3	0.710	0.197	Valid
Y4	0.713	0.197	Valid
Y5	0.640	0.197	Valid
Y6	0.805	0.197	Valid
Y7	0.731	0.197	Valid
Y8	0.772	0.197	Valid
Y9	0.661	0.197	Valid
Y10	0.564	0.197	Valid

Data processed: 2026

The validity test table above shows that all items in variable Y, namely students' reading interest, are classified as valid. This is because the calculated r-value is higher than the r-table value of 0.197.

b. Reliability Test
Reliability testing is used to show and prove that a data instrument is sufficiently trustworthy to be used as a data collection tool because the instrument is considered good (Sugiyono, 2019). The Alpha coefficient is considered reliable when the Cronbach's Alpha value is greater than 0.6. The calculation of the data was conducted with the assistance of IBM SPSS version 25. The reliability test results for each variable can be seen in the following tables.

Reliability of Student Response (X1)

Table 4. Reliability of X1
Reliability Statistics

Cronbach's Alpha	N of Items
0.831	10

Based on the table above, the reliability test analysis for the student response variable (X1) produced a Cronbach's Alpha value of 0.831, indicating that the instrument is reliable. A variable is considered reliable if the Cronbach's Alpha value is greater than 0.6; therefore, all items in this data are classified as reliable.

Reliability of Teacher Role (X2)
Table 5. Reliability of X2

Reliability Statistics

Cronbach's Alpha	N of Items
0.834	10

The table above shows that the reliability test result for the teacher role variable (X2) produced a Cronbach's Alpha value of 0.834, indicating that the instrument is reliable. A variable is declared reliable if the Cronbach's Alpha value is greater than 0.6. Therefore, all items in this data are reliable.

Reliability of Students' Reading Interest (Y)
Table 6. Reliability of Y

Reliability Statistics

Cronbach's Alpha	N of Items
0.879	10

The table above shows that the reliability test analysis for the students' reading interest variable (Y) produced a Cronbach's Alpha value of 0.879, indicating a high level of reliability. A variable is considered reliable if the Cronbach's Alpha value is greater than 0.6; therefore, all items in this data are declared reliable.

Classical Assumption Test
The classical assumption test is an important statistical requirement for multiple linear regression analysis based on Ordinary Least Squares (OLS), which is used to estimate the regression line in a multiple regression model and to help determine whether the regression model is correct and valid. This test is conducted to ensure that the regression equation obtained is appropriate and accurate (Hutagaol, 2025: 16).

In this study, the classical assumption tests used include three tests: normality test, multicollinearity test, and heteroscedasticity test.
a. Normality Test
The normality test aims to examine whether, in the regression model, the disturbance variable or residual is normally distributed. A regression equation is considered good if both the independent and dependent variables are normally distributed (Ghozali, 2016). The normality test was conducted using a normal probability plot with the assistance of IBM SPSS version 25. This study used the One-Sample Kolmogorov-Smirnov test with a significance value of 0.05, with the following decision-making criteria:
If the significance value is greater than 0.05, the data are normally distributed.
If the significance value is less than 0.05, the data are not normally distributed.

Table 7. Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		100
Normal Parametersa,b	Mean	0.0000000
	Std. Deviation	2.02922186
Most Extreme Differences	Absolute	0.070
	Positive	0.055
	Negative	-0.070
Test Statistic		0.070
Asymp. Sig. (2-tailed)		0.200c,d

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.
Source: Data processed in 2026

Based on Table 4.7 above, it is known that the N value in the normality test is 100. The test results show that the Asymp. Sig. (2-tailed) value obtained is 0.200. This value is greater than 0.05. Therefore, it can be interpreted that the data in this analysis are normally distributed.

b. Multicollinearity Test
The multicollinearity test is used to examine whether there is a correlation among independent variables in the regression model. If there is no correlation among the independent variables, the regression model is considered good. The presence or absence of multicollinearity can be detected by observing the Variance Inflation Factor (VIF) and tolerance values. If the VIF value is less than 10 and the tolerance value is above 0.1 or 10%, it can be concluded that the regression model does not experience multicollinearity (Ghozali, 2016).

Table 8. Multicollinearity Test
Coefficientsa

Model	Variable	Tolerance	VIF
1	Student Response	0.587	1.705
	Teacher Role	0.587	1.705

a. Dependent Variable: Students' Reading Interest
Data processed: 2026

Table 8. above shows that the tolerance values for the student response variable (X1) and the teacher role variable (X2) are both 0.587, which is greater than 0.10. Meanwhile, the VIF values for both variables are identical, namely 1.705, which is less than 10.00. Therefore, this regression analysis is free from multicollinearity symptoms among the independent variables.

c. Heteroscedasticity Test
The heteroscedasticity test is used to assess whether there is inequality in the variance of residuals for all observations in a linear regression model. Heteroscedasticity refers to a condition in which the variance of errors is unequal across observations for each independent variable in the regression model. The purpose of the heteroscedasticity test is to determine whether there is unequal residual variance among several observations in the regression model. According to Ghozali (2018), a good regression model is one that does not experience heteroscedasticity. The heteroscedasticity test in this study used the Glejser test, and the results can be seen in the following table.

Table 9. Heteroscedasticity Test Results
Coefficientsa

Model	Variable	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	Constant	-1.342	1.290		-1.040	0.301
	Student Response	0.024	0.053	0.058	0.451	0.653
	Teacher Role	0.072	0.044	0.213	1.659	0.100

a. Dependent Variable: ABS_RES
Source: Data processed in 2026

The table above shows the heteroscedasticity test using the Glejser test. It can be seen that the significance values for each variable are 0.653 for the student response variable (X1) and 0.100 for the teacher role variable (X2). These values are greater than 0.05, so it can be concluded that there is no heteroscedasticity in the regression model.

Multiple Linear Regression Analysis

The effect of the independent variables, namely student response and teacher role, on the dependent variable, namely students' reading interest, can be determined through multiple linear regression analysis. This test was conducted using SPSS version 25. The results can be seen as follows.

Table 10. Multiple Linear Regression Analysis

Coefficients[a]

Model	Variable	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	Constant	3.960	2.112		1.876	0.064
	Student Response	0.524	0.086	0.474	6.104	0.000
	Teacher Role	0.385	0.071	0.419	5.393	0.000

a. Dependent Variable: Students' Reading Interest

Source: Data processed in 2026

Based on Table 10, the multiple linear regression equation model can be obtained as follows:

$$Y = 3.960 + 0.524\ X1 + 0.385\ X2 + Ɛ$$

The interpretation of the equation is as follows:

a. Based on the equation above, the constant value (a) is 3.960, meaning that if the student response and teacher role variables have a value of 0, the value of students' reading interest is 3.960.
b. The coefficient value of the student response variable (X1) is 0.524, meaning that if student response increases by 1 unit, students' reading interest will increase by 0.524. The positive linear regression coefficient between student response and students' reading interest indicates that as student response improves, students' reading interest will also increase.
c. The coefficient value of the teacher role variable (X2) is 0.385, meaning that if the teacher role increases by 1 unit, students' reading interest will increase by 0.385. The positive regression coefficient indicates that the stronger the teacher's role, the higher students' reading interest will be.

Coefficient of Determination (R^2)

The multiple linear regression analysis also produced the coefficient of determination value, R^2. This value can be seen in the following table.

Table 11. Coefficient of Determination

Model Summaryb

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.810a	0.656	0.649	2.05003

a. Predictors: Constant, Teacher Role, Student Response
b. Dependent Variable: Students' Reading Interest

Source: Data processed in 2026

Table 11. above shows that the coefficient of determination value (R^2), as seen in the R Square column, is 0.656. This value indicates that the influence of student response and teacher role variables on students' reading interest reaches 65.6%, while the remaining 34.4% is influenced by other factors outside the research model.

Hypothesis Testing

Hypothesis testing was conducted to prove the accuracy of the hypotheses formulated previously. This hypothesis testing consists of two types, namely the F-test (simultaneous test) and the t-test (partial test).

a. F-Test

The results of the simultaneous F-test can be seen in the table below.

Table 12. F-Test

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	778.534	2	389.267	92.624	0.000b
	Residual	407.656	97	4.203		

Model	Sum of Squares	df	Mean Square	F	Sig.
Total	1186.190	99			

a. Dependent Variable: Students' Reading Interest
b. Predictors: Constant, Teacher Role, Student Response
Source: Data processed in 2026

Based on Table 4.12 above, with df (n1) = 1 and df (n2) = 98, the F-table value obtained is 3.938. The simultaneous test or F-test produced an F-calculated value of 92.624 and an F-table value of 3.938. These results show that F-calculated > F-table, with a significance level of 0.000 < α 0.05. Based on the hypothesis, H0 is rejected and H1 is accepted. Therefore, overall, the independent variables, namely student response and teacher role, have an effect on students' reading interest as the dependent variable.

b. t-Test
The partial t-test aims to measure the effect of each independent variable separately. In this study, the test was used to examine the effect of student response and teacher role on students' reading interest. The decision criterion is that if t-calculated > t-table, the independent variable has a significant effect on the dependent variable. The hypothesis testing results can be seen as follows.
Table 13. t-Test Analysis Results

Coefficientsa

Model	Variable	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	Constant	3.960	2.112		1.876	0.064
	Student Response	0.524	0.086	0.474	6.104	0.000
	Teacher Role	0.385	0.071	0.419	5.393	0.000

a. Dependent Variable: Students' Reading Interest
Source: Data processed in 2026

1. Test Results on the Effect of Student Response on Students' Reading Interest
   Based on the table, the t-calculated value is 6.104 and the t-table value is 1.984. Therefore, it can be concluded that t-calculated > t-table, with a significance value of 0.000 < 0.05. Based on the hypothesis, H1 is accepted and H0 is rejected. Thus, the student response variable partially has a positive and significant effect on students' reading interest.
2. Test Results on the Effect of Teacher Role on Students' Reading Interest
   Based on the table above, the t-calculated value is 5.393 and the t-table value is 1.984. Therefore, it can be concluded that t-calculated > t-table, with a significance value of 0.000 < 0.05. Based on the hypothesis, H2 is accepted and H0 is rejected. Thus, the teacher role variable partially has a positive and significant effect on students' reading interest.

Discussion
This discussion section thoroughly examines the research results of the study entitled "The Effect of Students' Responses to the Role of Indonesian Language Teachers on Students' Reading Interest in Grade XI at SMK Negeri 2 Kediri in the 2025/2026 Academic Year," which have been presented in the previous chapter.

This discussion answers the research questions formulated in Chapter Two based on the research findings obtained during the study at the school. The research questions and their discussions are as follows.

1. How are students' responses to the role of Indonesian language teachers in Grade XI at SMK Negeri 2 Kediri in the 2025/2026 academic year?
   Student response, or variable X1, partially has a positive effect on the role of Indonesian language teachers based on the t-test. According to the SPSS test results, the significance value of the student response variable (X1) is 0.000 < 0.05. The respondents' results regarding students' responses to the role of Indonesian language teachers indicate a positive effect, meaning that H1 is accepted and H0 is rejected.
2. How does the role of Indonesian language teachers affect the reading interest of Grade XI students at SMK Negeri 2 Kediri in the 2025/2026 academic year?

The teacher role variable (X2), based on the partial t-test, has a positive effect on the reading interest of Grade XI students at SMK Negeri 2 Kediri. According to the SPSS test results, the significance value of the teacher role variable (X2) is 0.000 < 0.05. This means that H1 is accepted and H0 is rejected.

3. How do students' responses to the role of Indonesian language teachers affect the reading interest of Grade XI students at SMK Negeri 2 Kediri in the 2025/2026 academic year?
   The results show that the two independent variables, student response (X1) and teacher role (X2), have a positive effect on the dependent variable (Y), namely students' reading interest. Based on the SPSS simultaneous F-test results, the significance value obtained for both independent variables is 0.000 < 0.05. Therefore, both variables are declared to have an effect on the reading interest of Grade XI students at SMK Negeri 2 Kediri. The respondents' results also show that students' responses to the role of teachers have a positive effect on students' reading interest. This means that H1 is accepted and H0 is rejected.

CONCLUSION

This study examined the effect of students' responses to the role of Indonesian language teachers on students' reading interest among Grade XI students at SMK Negeri 2 Kediri in the 2025/2026 academic year. Based on the data analysis and statistical testing using SPSS version 25, several conclusions can be drawn.

First, the results of the validity and reliability tests confirmed that all research instruments for the variables of student response (X1), teacher role (X2), and students' reading interest (Y) are valid and reliable. This indicates that the instruments used are appropriate for measuring the intended variables consistently.

Second, the classical assumption tests, including normality, multicollinearity, and heteroscedasticity tests, showed that the data met all the requirements for multiple linear regression analysis. The data were normally distributed, and no multicollinearity or heteroscedasticity problems were found in the regression model.

Third, the results of the multiple linear regression analysis indicated that both student response and teacher role have a positive influence on students' reading interest. This means that improvements in student engagement and the quality of teacher roles are associated with an increase in students' reading interest.

Fourth, the coefficient of determination (R^2) showed that student response and teacher role jointly contributed 65.6% to students' reading interest, while the remaining 34.4% was influenced by other variables not included in this study.

Finally, hypothesis testing using the t-test and F-test confirmed that both independent variables have a positive and significant effect, either partially or simultaneously, on students' reading interest.

In conclusion, student response and teacher role are important factors that significantly influence students' reading interest. Strengthening teacher performance and improving student engagement in the learning process are essential to enhance students' literacy and reading motivation.

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