

Phenomenological Study: The Role of Literacy Activities in Developing Reading Interest

Mustopa¹, Yessi Fitriani¹, Puspa Indah Utami¹

¹Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: mustopasdn350@gmail.com

Article History: Received on 1 February 2026, Revised on 2 March 2026,
Published on 7 April 2026

Abstract: This study aims to explore students' experiences in literacy activities, analyze perceptions and factors influencing reading interest, and examine the role of literacy activities in fostering sustainable reading engagement. Employing a qualitative research design with a phenomenological approach, data were collected through structured interviews, participant observation, and secondary documentation, and analyzed using Miles and Huberman's interactive model. The findings reveal that effective literacy implementation depends on four interrelated pillars: teacher creativity, principal support, family involvement, and technology adaptation. Results further indicate that consistent innovation in literacy activities significantly enhances students' intrinsic motivation, while cross-sector collaboration effectively addresses resource limitations and access disparities, enabling the sustainable development of a contextualized reading culture. The novelty of this study lies in its holistic identification of multi-actor collaboration and technology integration as fundamental, rather than peripheral, to literacy success. Practically, the findings equip educators and policymakers with evidence-based strategies for designing inclusive, adaptive literacy programs that transcend conventional classroom boundaries. The study contributes a comprehensive framework for understanding how systemic support structures and contextual adaptations collectively foster enduring reading interest in diverse educational settings.

Keywords: Literacy Activities, Phenomenological Study, Reading Interest

A. Introduction

Education in Indonesia is currently facing various challenges and significant developments. Along with technological advances, digitalization of education has become a key focus in improving access to and the quality of learning (Alenezi et al., 2023; Timotheou et al., 2023). The government and various educational institutions are striving to implement technology-based learning systems, such as e-learning and online education platforms, to reach more students in various regions, including remote areas. However, disparities in infrastructure and internet access remain obstacles that must be addressed. The education system plays a vital role in improving

literacy and reading interest. A curriculum that focuses on developing literacy skills, along with innovative and engaging teaching approaches, can stimulate reading interest among students. Effective education must integrate teaching methods that motivate students to actively engage in reading.

Furthermore, the Indonesian education curriculum is continuously being refined to adapt to current needs. More innovative and interactive approaches are expected to make learning more relevant and engaging for students. Another challenge is improving teacher quality through ongoing training so they can teach using more effective methods. Despite the numerous challenges, collaborative efforts between the government, educational institutions, and the community are expected to bring positive change to education in Indonesia. Literacy plays a crucial role in today's education, as it serves as the foundation for developing critical and creative thinking skills. Literacy extends beyond reading and writing skills to understanding and using information in various forms, including digital media. In the context of modern education, literacy is key to empowering students to access, analyze, and interpret information effectively. Literacy, as an integral part of education, helps develop students' critical and creative thinking skills (Afrilyasanti et al., 2025; Yasdin et al., 2021).

This helps them actively participate in an increasingly global society. Current educational curricula often emphasize the importance of digital and information literacy, aiming to prepare students for the increasingly complex challenges of the workplace and everyday life. A creatively designed literacy curriculum can stimulate student engagement in reading activities (Parulian Sibuea et al., 2024). Based on the results of the 2022 Programme for International Student Assessment (PISA) survey, Indonesia ranked 70th out of 80 countries in reading literacy, with a score of 359. This score is the lowest since Indonesia first participated in PISA in 2000 and represents a decline compared to the 2018 score of 371. This reflects a concerning low level of reading interest among students and the general public. Reading is a key foundation for developing knowledge and critical thinking skills. To address this issue, various literacy activities have been promoted in schools, libraries, and reading communities. However, the effectiveness of these activities has not been fully sufficient to significantly increase reading interest. A more in-depth approach is needed to understand the essence of literacy activities.

Teachers and librarians are key actors in implementing efforts to increase reading interest in students. However, they often face obstacles such as a lack of creativity in designing programs or inadequate infrastructure support. Phenomenological studies can reveal their perspectives on efforts to increase reading interest. The government-initiated School Literacy Movement (GLS) has been running for several years, but not all schools have been able to implement it optimally. Some schools have succeeded in creating a reading culture, while others remain stagnant. Phenomenology can help identify inhibiting and supporting factors. Students, the primary subjects of literacy

activities, have diverse experiences. Some feel motivated, while many perceive it as a burden. Through a phenomenological approach, researchers can explore students' emotions, perceptions, and expectations regarding their interest in reading. The presence of digital devices and platforms has changed people's reading habits. Many people prefer short visual content to reading textbooks. However, technology can also be used to expand access to literacy, for example, through e-books or audiobooks.

Families also play a crucial role in fostering an interest in reading from an early age. Parents who actively read stories and provide an environment rich in reading materials can influence their children's reading habits. Family support and involvement are crucial in building a culture of literacy at home. The family environment plays a significant role in shaping reading habits. Parents who enjoy reading tend to pass this interest on to their children. However, busy schedules and a lack of awareness often hinder this. In addition to education and the family, communities and literacy movements also play a role in fostering reading interest. Various initiatives, such as mobile libraries, book clubs, and literacy festivals, are efforts that can encourage people to be more active in reading. Collaboration between the government, the private sector, and the community is essential for the success of these movements. Reading is key to achieving individual success and sustainable community development. A literate society is better able to face global challenges, participate in economic development, and contribute to a better social life. The lack of libraries and the difficulty of accessing quality books are serious problems, especially in rural areas.

Many schools lack adequate books, resulting in a lack of reading interest. Some students read because of academic demands (extrinsic motivation), while others do so for pleasure (intrinsic motivation). Phenomenology can reveal how literacy activities can shift extrinsic motivation to intrinsic. Monotonous literacy activities, such as simply reading for 15 minutes before class, are often boring. Innovations, such as review competitions, storytelling, or collaborations with art, are needed to increase participant enthusiasm. Reading not only increases knowledge but also fosters critical thinking, empathy, and creativity. Therefore, literacy activities should focus not only on quantity but also on the quality of understanding. Several studies show that reading interest differs between males and females, as well as between age groups. Phenomenology can help understand reading preferences and effective approaches for each group. Phenomenology, as a qualitative research method, can uncover the meaning of the experiences of subjects involved in literacy activities. This approach allows researchers to understand how participants interpret literacy activities and how this influences their reading interest. It can also provide insights into the real impact of these activities from the participants' perspectives.

Implementing appropriate strategies is a crucial step in increasing reading interest. These strategies include providing engaging and relevant reading materials, developing digital literacy skills, and raising awareness of the importance of literacy

through public campaigns. These efforts must be carried out continuously and involve various parties. If literacy activities can be implemented holistically involving schools, families, communities, and the government then increasing reading interest is possible. However, a strong commitment from all parties is required. Overall, increasing reading interest is a challenge that requires serious attention and concrete action from all parties. It is hoped that by increasing interest in reading, students of SDN 3 Banyuasin II can become more literate, critical, and innovative. Research by Kuntarto et al. (2023) used phenomenological methods to describe the role of teachers as motivators, facilitators, and mentors in literacy activities at SDN 93/I Lopak Aur. The results showed that active teacher involvement in school literacy activities and reading corners can increase students' interest in reading, despite obstacles such as a lack of facilities and infrastructure.

Furthermore, Silvana & Setiani (2018) highlighted the role of librarians in the information literacy program at SD Hikmah Teladan. Using a qualitative approach using a case study method, this study found that librarians played a significant role in increasing students' interest in reading through various activities such as reading competitions, writing competitions, book reviews, and storytelling. Eep (2018) also conducted a phenomenological study in the context of the School Literacy Movement (GLS) in West Java. This study revealed that implementing GLS through reading challenges can strengthen students' character education, including increasing interest in reading. However, the success of this program is influenced by the types of books read and the support of teachers and librarians. Based on the research above, literacy problems that occur can be resolved according to the conditions or circumstances of a subject, such as research that will be conducted at SDN 3 Banyuasin II, Banyuasin Regency, which is the only elementary-level educational institution in Sungsang IV Village, which has B accreditation, and has adequate facilities for carrying out the learning process. The teaching staff at the school is quite qualified; this can be seen from the education of teachers who have qualified for Strata 1 education, as many as 25 teachers, and teachers who have received education certification, as many as 19 teachers. With Internet or wifi facilities at the school, it helps improve the quality of learning at school, and the library is also equipped with a reading park as a place to increase literacy.

However, with these facilities, the literacy level of SDN 3 Banyuasin II is still relatively low; this is evidenced by the summary of the results of the 2025 School Report, namely, compared to 2024, the numeracy ability of SDN 3 Banyuasin II experienced the highest increase among other indicators. Of all the achievements this year, character is the indicator achievement with the best achievement; however, literacy achievement is the lowest achievement, one of which is caused by low competence in reading literary texts. Less than 40% of students have achieved the minimum competence for reading literacy; efforts are needed to encourage students to achieve minimum competence. The percentage of students who have achieved the minimum competence for literacy skills this year is 36.67%, down 13.33 from 2024 (percentage of 50%). In addition to the

results of the educational report card, it was also found that there are still several 4th grade students who are not yet fluent in reading or spelling. From the list of student visits to the library, it can be concluded that there is a lack of student interest in reading. This needs to be reviewed; what causes this to happen?.

Thus, phenomenological studies provide in-depth insights into the experiences and challenges faced by teachers and librarians in efforts to improve literacy. This approach allows for a more comprehensive understanding of the needs and effective strategies for developing reading interest among students. Previous research has identified that literacy issues, particularly reading interest and ability, can be addressed by addressing the unique circumstances of the subject and the relevant institution. In the context of SDN 3 Banyuasin II, despite the availability of various learning support facilities such as a library, reading center, adequate internet access, and qualified and certified teachers, student literacy levels particularly the ability to read literary texts remain relatively low. This is indicated by the decline in the percentage of students achieving minimum literacy standards from 50% in 2024 to 36.67% in 2025.

Previous studies have highlighted the importance of facilities and infrastructure in supporting literacy improvement, but recent research highlights that the primary factor in low literacy is often related to students' suboptimal reading interest, despite the availability of various facilities. Observation results and library visit data show a low level of student visits to the library, and there are still students who are not yet fluent in reading, especially in grade 4. Given these conditions, this updated research focuses on a phenomenological perspective, namely by delving deeper into the subjective experiences of teachers, librarians, and students regarding the implementation of literacy activities in schools. This latest research seeks to:

1. Document the experiences and challenges faced by teachers and librarians in encouraging students' interest in reading, specifically using a phenomenological approach that emphasizes understanding individual meanings and experiences.
2. Identify inhibiting and supporting factors that influence the successful implementation of literacy activities, including the physical, social, and psychological environments of students.
3. Examine the effectiveness and impact of various literacy programs and activities implemented in schools, with a focus on fourth-grade students as a representative illustration of the issues encountered.
4. Recommend strategies and intervention models based on real-life experiences that can be applied contextually to increase students' interest in reading and literacy.

With these findings, it is hoped that this research can provide a more significant contribution not only in providing solutions based on empirical data but also in-depth

understanding of the needs and motivations of students in building a culture of literacy in elementary school environments, especially at SDN 3 Banyuasin II.

B. Methods

This research was conducted at SDN 3 Banyuasin II, located in Sungsang IV Village, Banyuasin II District, Banyuasin Regency, South Sumatra Province. This research took place in September 2025. This timeframe was carefully chosen to provide sufficient space for the researcher to conduct observations, interviews, and documentation related to the implementation of literacy activities among fourth-grade students at SDN 3 Banyuasin II. The research subjects were students at SDN 3 Banyuasin II, with the aim of increasing reading interest by analyzing existing literacy activities at the school and implementing improved literacy activities. The informants in this study were one principal, one school administrative staff member, one librarian, one fourth-grade teacher, and 10 fourth-grade students.

This research employed a qualitative descriptive method with a phenomenological approach. Qualitative research is a research approach used to understand social or human phenomena from the perspective of the subjects involved in the research. This research focuses on the meanings, experiences, and perspectives of individuals or groups within their natural contexts. The steps in phenomenological research include determining the location and individuals, the approach process, the informant selection strategy, data collection techniques, data recording procedures, field issues, and data storage and reporting (Aguas, 2022; Mishra & Batra, 2025). Creswell states that in a phenomenological approach, participants do not have to come from the same location (Dodgson, 2023). The most important thing is that they have directly experienced the phenomenon being studied. Researchers must select individuals who are able to convey their experiences clearly and in detail. Therefore, the research location is determined based on the availability of relevant participants. Selecting the right participants is crucial for the research process to be effective and efficient.

Interviews in phenomenological research require a careful approach and cannot be conducted directly or hastily. Researchers are required to possess patience and good communication skills to build comfortable relationships with participants, ensuring they feel valued and open to sharing their lived experiences. The primary criteria for informants in phenomenology are individuals or groups who have experienced a particular phenomenon and are able to articulate their experiences. Selecting informants can be time consuming because researchers need to ensure they are capable of providing rich information. Interviews can be conducted repeatedly to extract deeper data from appropriate informants. Data sources are obtained from interviews or observations, with the remainder coming from documents, archives, and other sources. Data are also obtained from informants, namely all parties directly involved in the activities that are the focus of the research. In this study, data collection

techniques were carefully selected to produce credible data that aligns with the object and objectives of the study. The use of several techniques simultaneously is expected to provide comprehensive data, thus fully describing the phenomenon being studied.

The researcher selected three data collection techniques: open-ended structured interviews, open-ended participant observation, and secondary documentation from articles, to ensure the collected data has depth, validity, and a variety of perspectives. These three methods were also selected taking into account the characteristics of the research subjects and the context of literacy activities at SDN 3 Banyuasin II. The synergy between these techniques is believed to optimize the data exploration process, resulting in more accurate and representative research results. In this study, the author used data validity techniques using triangulation. This technique is used by comparing data collected from various data collection techniques, for example, observations of an object, by combining the observations with in-depth interviews conducted by the researcher. The triangulation technique involves re-examining the data using three methods: source triangulation, method triangulation, and time triangulation. In this study, the data analysis technique applied is the interactive model by Miles and Huberman, which includes data presentation, data reduction, data verification, and conclusion drawing (Miles et al., 2018).

C. Results and Discussion

The Role of Literacy Activities in Building Reading Interest in Grade 4 Students of SDN 3 Banyuasin II

Based on the research findings, it was found that the principal acts as the person in charge and policymaker for literacy activities, while teachers act as motivators, encouraging student engagement both in the classroom and in the library. Students actively participate in literacy activities, which effectively increases their interest in reading, as reflected in their increased enthusiasm for reading both in the classroom and at home. Furthermore, the benefits of literacy include increased insight, reading comprehension, and writing motivation, as well as its contribution to academic achievement and student participation in reading competitions. However, the main obstacles faced are a lack of habituation and suboptimal teaching methods for fostering reading interest. The main findings of this study indicate that one effective strategy for developing students' interest in reading is through the implementation of systematically designed and participatory literacy activities. The implementation of literacy activities, such as a dedicated 15-minute reading time at the beginning or end of lessons, the provision of reading corners in the classroom, daily bookkeeping, and the involvement of the entire school community, has contributed to the formation of reading habits and increased student enthusiasm for literacy.

This activity not only accustoms students to reading but also creates a literate school ecosystem where reading becomes part of their identity and daily routine.

Furthermore, the presence of varied non-curricular reading materials and public involvement in literacy activities broadens students' horizons and encourages social interaction through book discussions. From the phenomenological perspective outlined by Husserl, these findings reflect students' subjective experiences interacting with school literacy practices (Hansen, 2023). Through this strategy, the essence of students' reading experiences is evident in their intrinsic motivation to make reading part of an authentic learning experience. In this case, the researcher seeks to set aside prejudices and describe in depth how literacy activities are not merely formal activities but a process of constructing meaning and literacy awareness among students, as outlined in phenomenology.

The correlation between the results of this study and previous research further strengthens the argument regarding the effectiveness of an integrated literacy approach. Habibi (2025) who quantitatively concluded that the School Literacy Movement has a positive and significant impact on reading interest, contributing 39%. All of this previous research consistently provides an empirical basis for the integration of literacy programs across various educational ecosystems to build student reading interest, strengthening the substance of the findings in this study. Theoretically, the role of literacy activities in developing reading interest can be linked to external factors, as stated by (Banowati et al., 2023), which include the availability of facilities and support from the surrounding environment, such as encouragement from teachers and peers. The importance of external factors such as the environment that influence individual reading interest, including physiological and intellectual aspects of the individual, as well as socioeconomic background and experiences (Syaira Ali Arandas, 2023; Taylor et al., 2023). In this context, the implementation of literacy activities in elementary schools is in line with previous research that emphasizes the important role of positive environmental and social support in facilitating the development of students' reading. In other words, a structured and sustainable literacy program can be a catalyst in creating a reading environment that supports and stimulates reading interest among students.

An individual's interest in reading will develop optimally and tend to increase significantly if supported by creative literacy activities, accompanied by the use of adaptive technology relevant to the needs of today's generation. Creative literacy activities, such as providing innovative reading corners, selecting varied reading materials, and using digital literacy applications, can create a more engaging and meaningful learning experience for students. Furthermore, integrating technology into literacy activities facilitates access to information, expands reading resources, and adapts students' preferences to their preferred reading materials. This, in turn, encourages the development of more positive reading habits, as students no longer view reading as a monotonous obligation but rather as an interactive process closely related to their daily lives. When examined from the perspective of constructivist theory, the process of developing reading interest through creative literacy activities and technology demonstrates that individuals actively construct knowledge based on

their own experiences and direct interactions with various reading sources and learning environments (Yang, 2022). Meanwhile, sociocultural theory also emphasizes that social interaction and cultural support, specifically the role of family, teachers, and literacy communities, are essential factors in fostering reading interest (Aisyah et al., 2025). Through collaboration between creative approaches and the use of technology, students experience a process of internalizing knowledge through dialogue, discussion, and literacy exploration, positioning them as active participants in cognitive development.

These findings align with research conducted by Al Otaiba et al. (2023), which demonstrated that optimal implementation of literacy activities has proven effective in increasing reading interest in elementary school students. The study also emphasized the importance of collaborative efforts between families and educators in supporting a culture of literacy, including innovations such as reading corners and book collection renewal. Therefore, fostering and enhancing reading interest is fundamentally dependent on the synergy between innovative literacy activities, the use of technology, and a conducive socio-cultural environment. The research by Wahyuni & Bee Tin (2026) highlighted that low student reading interest is largely influenced by the role of parents, the family environment, and teacher involvement. One effective approach teacher can take is to provide reading corners in classrooms and regularly replace book collections to encourage students' interest in reading. Teachers are seen as playing a significant role in fostering reading interest, particularly through active support and facilities that support reading activities.

This study, however, emphasizes that the success of literacy activities depends heavily on the supervision of the principal and teachers, as well as the teachers' creativity in managing literacy activities to make them more engaging. Literacy activities in schools must be tailored to the students' circumstances and characteristics while also taking technological advancements into account. It's important to avoid pressuring students to read, allowing their interest in reading to emerge naturally. Supporting factors for reading interest include the availability of resources, teacher and parental support, a comfortable learning environment, and creative literacy activities. Inhibiting factors, such as a lack of reading books and time, often pose obstacles.

Implementation of Literacy Activities in Building Reading Interest in Grade 4 Students of SDN 3 Banyuasin II

The second finding in this study is the implementation of literacy activities in schools that can foster students' interest in reading. These literacy activities encompass several stages: habituation, development, and learning. In the habituation stage, one effective implementation is allocating fifteen minutes of reading time each day before class begins, either through reading aloud or sustained silent reading. Furthermore, creating a literacy-rich physical school environment, such as the presence of a school library, reading nooks, and comfortable reading areas, as well as providing a

collection of print, visual, digital, and multimodal texts, also contributes to increasing students' interest in reading (Khosa, 2025). The implementation of literacy activities to foster reading interest in fourth-grade students at SDN 3 Banyuasin II is a significant finding, demonstrating the subjective dynamics of students' interactions with literacy activities in the school environment.

The literacy activities implemented include various methods of stimulating reading interest, such as providing reading nooks in classrooms, intensive morning reading programs, and actively engaging students in discussions and story-based approaches relevant to their daily lives. Through this strategy, teachers not only act as facilitators but also contribute to creating meaningful narratives of reading experiences, thereby fostering students' curiosity and love of reading. The successful implementation of these literacy activities is reflected in increased student participation in each reading activity, as well as a shift in students' paradigms regarding reading, from what was initially perceived as a monotonous activity to one that is enjoyable and full of exploration.

The discussion of students' subjective experiences aligns with Husserl's phenomenological theory, which emphasizes the importance of returning to authentic experiences and suspending all inherent prejudices and assumptions. In this context, students' experiences in each literacy activity become a "phenomenon" captured in an authentic way, where understanding of reading interest is built on students' conscious interactions with school-facilitated literacy activities. The "epoché" process is indirectly actualized when students gradually abandon negative perceptions of reading and interpret the activity as part of the need and joy of learning. This finding also aligns with research by Alneyadi et al. (2023), which confirms that effective school management in facilitating literacy activities has been proven to improve students' literacy skills, both in the digital and conventional realms. Therefore, it can be concluded that optimizing literacy activities that take into account students' subjective experiences and are supported by effective school management significantly contributes to the sustainable development of students' reading and literacy interests. The positive correlation between the implementation of literacy activities and increased student reading interest aligns with research conducted by Dewani et al. (2025). This finding emphasizes the importance of implementing literacy activities in improving students' reading skills and interests in school.

Supporting and Inhibiting Factors of Literacy Activities in Building Reading Interest in Students of SDN 3 Banyuasin II

In the context of this research, one of the important findings to be discussed is the supporting and inhibiting factors in literacy activities. Literacy activities are complex and involve various aspects, both internal and external. Internal factors include individual motivation and interest, while external factors relate to the availability of reading materials, the family environment, and support from the surrounding

community. This finding indicates that the success of a literacy program depends heavily on how these elements synergize to overcome existing challenges. Supporting factors can include strong institutional commitment, as demonstrated by the participation of a school principal who has a vision and dedication to the success of literacy activities. Furthermore, adequate funding is essential to provide the necessary facilities and infrastructure, such as books and adequate library facilities.

Support from educators and collaboration with other stakeholders are also vital elements in facilitating a literacy program that can sustainably foster students' interest in reading. Previous research by Kartikasari (2022) also indicated that while supporting factors such as principal commitment and funding availability exist, significant barriers exist, such as limited reading materials and low parental participation. This underscores the importance of a coordinated, multidimensional approach to improving the effectiveness of the School Literacy Movement in Indonesia.

A literature review by Kartikasari (2022) shows that strategically addressing these factors can strengthen the implementation of the School Literacy Movement by addressing existing limitations and maximizing the potential of available support. Therefore, efforts to improve literacy require synergistic collaboration between all relevant parties, including policymakers, educators, students, and families. The findings of this study indicate that the use of digital media and technology plays a significant role in fostering reading interest among students. The application of digital media in the learning process allows easier and more flexible access to various reading resources and provides a more engaging, interactive platform for students. Students can explore reading materials independently through various digital applications and platforms, which not only enriches their reading experience but also motivates them to be more actively involved in literacy activities. With interactive features and rich content, digital technology can stimulate students' curiosity and engagement in reading.

In line with the researched by Al-Obaydi (2023), a humanistic approach to digital learning is a determining factor in increasing students' interest in reading. Humanistic elements, such as personalized learning experiences and positive emotional reinforcement, play a crucial role in engaging students with reading materials provided through digital platforms. Riyadi's (2022) research, which used a descriptive qualitative approach, found that a regular village literacy mentoring program (twice a week and independent study with a family tutor) improved students' reading ability (85%). Family and environmental support were key. The main obstacles in this study were that early educational activities begin at home and the variability of family/parental support. The emphasis was on strengthening literacy not only at school but also through the role of the family and the environment.

The above research provides an in-depth comparison with the author's research, namely:

1. This research uses phenomenology to highlight the experiences of students and teachers in greater depth, emphasizing the intrinsic aspects of reading interest, the need for supervision and creativity, as well as adaptation to technological dynamics and individual character.
2. Your research also incorporates psychological and sociocultural factors, including intrinsic motivation, resource availability, and current challenges.

Therefore, this research complements the previous analysis with a more holistic and personalized approach, as well as an in-depth understanding of the internal dynamics of students and the educational environment as factors shaping the development of reading interest.

D. Conclusion

This study on literacy activities at SDN 3 Banyuasin II yields several key findings regarding the development of students' reading interest. First, literacy activities play a significant role in fostering reading interest, but their effectiveness is contingent upon active supervision from principals and teachers, as well as teacher creativity in designing engaging programs. Second, successful implementation requires contextual understanding of school conditions, student characteristics, and technological influences, while ensuring that reading emerges from students' intrinsic motivation rather than external pressure. Third, multiple supporting factors enable reading interest development, including adequate resources, teacher and parental support, a comfortable environment, and creative programming. Conversely, significant inhibiting factors include limited reading materials, insufficient reading time, negative technology impacts, lack of parental engagement, and low self-motivation. The practical implications of these findings are multifaceted. For school principals, the results underscore the necessity of providing consistent supervision and creating policies that prioritize literacy as a school-wide initiative. Teachers must develop creative approaches that make reading activities engaging and pressure-free, transforming literacy from a mandatory task into an enjoyable habit. Schools should conduct regular assessments of available resources and student needs, strategically investing in diverse reading materials that appeal to different interests and reading levels. Parental involvement is critical; schools should establish family literacy programs and communication channels that educate parents on supporting reading at home. Regarding technology, rather than viewing it solely as an inhibitor, schools should integrate digital literacy strategically curating educational apps, e-books, and online reading platforms that complement rather than compete with traditional reading. For future research, several recommendations emerge. First, intervention studies could test specific teacher creativity strategies and their measurable impact on reading motivation. Second, longitudinal research tracking students from early to later grades would reveal how reading interest evolves and what interventions yield

sustained engagement. Third, comparative studies across schools with varying resource levels would illuminate how contextual factors moderate the effectiveness of literacy programs. Fourth, research exploring the intersection of digital and print reading investigating how technology can be harnessed positively rather than merely resisted would provide nuanced guidance for modern literacy instruction. Finally, qualitative studies examining the lived experiences of students with low self-motivation could uncover deeper psychological barriers and inform targeted interventions.

E. Acknowledgement

We would like to express our acknowledgment to our respondents, colleagues who helped us with this article.

References

- Afrilyasanti, R., Basthomi, Y., & Zen, E. L. (2025). Fostering Creativity and Critical Literacy: Transforming EFL Classes with Engaging Critical Media Literacy Integration. *Asian Education and Development Studies*, 14(2), 133–151. <https://doi.org/10.1108/AEDS-06-2024-0124>
- Aguas, P. (2022). Fusing Approaches in Educational Research: Data Collection and Data Analysis in Phenomenological Research. *The Qualitative Report*. <https://doi.org/10.46743/2160-3715/2022.5027>
- Aisyah, Nurjanah, N., & Ulug'bek, X. (2025). The Role of the Family Environment in Fostering a Reading Literacy Culture among Elementary School Children. *International Journal of Language and Culture*, 3(1), 12–19. <https://doi.org/10.63762/ijolac.v3i1.26>
- Al-Obaydi, L. H. (2023). Humanistic Learning Elements in a Blended Learning Environment: A Study in an EFL Teaching Context. *Interactive Learning Environments*, 31(5), 3098–3111. <https://doi.org/10.1080/10494820.2021.1919717>
- Al Otaiba, S., McMaster, K., Wanzek, J., & Zaru, M. W. (2023). What We Know and Need to Know about Literacy Interventions for Elementary Students with Reading Difficulties and Disabilities, Including Dyslexia. *Reading Research Quarterly*, 58(2), 313–332. <https://doi.org/10.1002/rrq.458>
- Alenezi, M., Wardat, S., & Akour, M. (2023). The Need of Integrating Digital Education in Higher Education: Challenges and Opportunities. *Sustainability*, 15(6), 4782. <https://doi.org/10.3390/su15064782>
- Alneyadi, S., Abulibdeh, E., & Wardat, Y. (2023). The Impact of Digital Environment vs. Traditional Method on Literacy Skills; Reading and Writing of Emirati Fourth Graders. *Sustainability*, 15(4), 3418. <https://doi.org/10.3390/su15043418>
- Banowati, E. N., Mudrikatunnisa, Maula, A.R., & Fajrie, N. (2023). Factors Influencing Reading Interest of Second Grade Students at SDN 2 Kedungsarimulyo. *Alfihris : Jurnal Inspirasi Pendidikan*, 1(4), 116–127. <https://doi.org/10.59246/alfihris.v1i4.448>

- Dewani, H. W., Sukartiningsih, W., Hendratno, H., & Suryanti, S. (2025). Exploring Reading Interest and Reading Literacy of Indonesian Language in Elementary School Students: A Correlation Study. *International Journal of Language Education*, 8(4). <https://doi.org/10.26858/ijole.v8i4.70003>
- Dodgson, J. E. (2023). Phenomenology: Researching the Lived Experience. *Journal of Human Lactation*, 39(3), 385–396. <https://doi.org/10.1177/08903344231176453>
- Eep, S. F. (2018). *School Literacy Movement to Strengthen Character Education: A Phenomenological Study of Junior High Schools in West Java Province*. Universitas Pendidikan Indonesia.
- Hansen, T. I. (2023). Phenomenological Exploration in Literature Education. *L1-Educational Studies in Language and Literature*, 23, 1–26. <https://doi.org/10.21248/l1esll.2023.23.1.382>
- Kartikasari, E. (2022). Supporting and Inhibiting Factors of the School Literacy Movement. *Jurnal Basicedu*, 6(5), 8879–8885.
- Khosa, M. (2025). The Effects of a Print-Rich Literacy Environment on Developing Early Reading Skills in the Foundation Phase Classroom. *Reading Psychology*, 46(4), 331–359. <https://doi.org/10.1080/02702711.2024.2447243>
- Kuntarto, E., Pamela, I. S., & Panjaitan, I. (2023). *The Role of Teachers in Increasing Students' Interest in Reading in Elementary Schools*. (Doctoral dissertation, FKIP).
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2018). *Qualitative Data Analysis: A Methods Sourcebook (4th ed)*. SAGE Publications.
- Mishra, S., & Batra, N. (2025). Data Collection and Analysis in Phenomenological Approach. *International Journal of Nursing Education and Research*, 193–200. <https://doi.org/10.52711/2454-2660.2025.00040>
- Muhammad Habibi. (2025). The Influence of School Literacy Movement on Reading Interest of Grade V Students at State Elementary School 1 Prako. *Begibung: Jurnal Penelitian Multidisiplin*, 3(1), 32–41. <https://doi.org/10.62667/begibung.v3i1.144>
- Riyadi, T. (2022). The Role of the Village Literacy Movement as an Effort to Increase Reading Interest in Elementary School Students. *Jurnal Pembahsi (Pembelajaran Bahasa dan Sastra Indonesia)*, 11(2), 109–122. <https://doi.org/10.31851/pembahsi.v11i2.6862>
- Sibuea, P., Lubis, N. M., & Aziz, S. (2024). Innovative Teaching can Increase Interest in Reading in Elementary School Children. *Jurnal Arjuna: Publikasi Ilmu Pendidikan, Bahasa dan Matematika*, 2(4), 38–46. <https://doi.org/10.61132/arjuna.v2i4.1058>
- Silvana, H., & Setiani, S. (2018). The Role of Librarian Teachers in Improving Students' Reading Interest in the Information Literacy Program. *Edutech*, 17(2), 215. <https://doi.org/10.17509/e.v17i2.14101>
- Syaira Ali Arandas. (2023). Family Related Factors Affecting Reading Skills and Intellectual Growth among Children. *Journal of Childhood Literacy and Societal Issues*, 2(1), 40–46. <https://doi.org/10.71085/joclsi.02.01.27>
- Taylor, E. K., Abdurokhmonova, G., & Romeo, R. R. (2023). Socioeconomic Status and Reading Development: Moving from “Deficit” to “Adaptation” in Neurobiological Models of Experience-Dependent Learning. *Mind, Brain, and*

- Education*, 17(4), 324–333. <https://doi.org/10.1111/mbe.12351>
- Timotheou, S., Miliou, O., Dimitriadis, Y., Sobrino, S. V., Giannoutsou, N., Cachia, R., Monés, A. M., & Ioannou, A. (2023). Impacts of Digital Technologies on Education and Factors Influencing Schools' Digital Capacity and Transformation: A Literature Review. *Education and Information Technologies*, 28(6), 6695–6726. <https://doi.org/10.1007/s10639-022-11431-8>
- Wahyuni, N. T., & Bee Tin, T. (2026). Beyond the Classroom Walls: Exploring Parental Involvement on Children's Interest Development in EFL Learning (A Case from Indonesia). *Education* 3-13, 54(3), 637–651. <https://doi.org/10.1080/03004279.2024.2340548>
- Yang, X. (2022). Constructivism-based Drama Activities in Reading Classes. *TESOL Journal*, 13(4). <https://doi.org/10.1002/tesj.681>
- Yasdin, Y., Yahya, M., Yusuf, A. Z., Musa, M. I., Sakaria, S., & Yusri, Y. (2021). The Role of New Literacy and Critical Thinking in Students' Vocational Development. *Cypriot Journal of Educational Sciences*, 16(4), 1395–1406. <https://doi.org/10.18844/cjes.v16i4.5991>