

## DECLINING INTEREST IN READING IN ELEMENTARY SCHOOL STUDENTS: AN ANALYSIS OF INHIBITING FACTORS AND THEIR IMPACT ON LEARNING ACHIEVEMENT

Dhea Ayu Anggraini<sup>1</sup>, Ratna Ekawati<sup>2</sup>, Slamet Arifin<sup>3</sup>, Dedi Kuswandi<sup>4</sup>, M. Ramli<sup>5</sup>

Universitas Negeri Malang, Indonesia

Email: [dhea.ayu.2321038@students.um.ac.id](mailto:dhea.ayu.2321038@students.um.ac.id), [ratna.ekawati.pasca@um.ac.id](mailto:ratna.ekawati.pasca@um.ac.id),  
[slamet.arifin.pasca@um.ac.id](mailto:slamet.arifin.pasca@um.ac.id)

---

### ABSTRACT

*Interest in reading is a crucial foundation for achieving students' academic success, particularly at the elementary school level. However, in recent years, there has been a noticeable decline in reading interest among elementary school students, which has significantly impacted their academic performance. This study aims to analyze the inhibiting factors that affect students' interest in reading and their impact on learning achievement. The method employed is a literature review, gathering data from various studies published within the last five years. The findings indicate that low reading interest is caused by a lack of motivation, limited access to appropriate reading materials, and non-innovative learning approaches. Furthermore, the school and family environments also play a vital role in shaping students' reading habits. This research underscores the need for collaboration between schools and families to create an environment that fosters a habit of reading. By understanding the factors that hinder reading interest, it is hoped that improvements in students' academic achievement can be achieved, better preparing them for future educational challenges.*

---

**KEYWORDS** interest in reading; academic achievement; inhibiting factors; basic education; literacy



*This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International*

---

### INTRODUCTION

Interest in reading is a crucial foundation for achieving students' academic success, particularly at the elementary school level. However, in recent years, there has been a trend of declining reading interest among elementary school students, which has significantly impacted their academic achievement. This low interest in reading may be attributed to various factors, such as a lack of motivation from the home environment, limited access to appropriate reading resources, and less innovative learning approaches.

In today's *digital* era, access to information and literature is becoming increasingly easier; yet ironically, reading interest among elementary school students has declined. According to research by Pérez-Juárez et al. (2023), one of the main causes is the shift of students' attention from books to *digital* devices that offer instant entertainment. This issue is further exacerbated by the lack of parental support in developing reading habits at home (Desale & Kumbhar, 2022).

Additionally, limited access to engaging and age-appropriate reading materials serves as another inhibiting factor. Many elementary schools in remote areas lack adequate libraries, depriving students of opportunities to explore various types of reading materials (Desale & Kumbhar, 2022).

Less innovative learning approaches in schools also contribute to this issue.

Monotonous and non-interactive teaching methods lead to student boredom and diminish their interest in further reading (Desale & Kumbhar, 2022).

Low interest in reading adversely affects students' overall literacy skills, which in turn impacts their academic performance. Strong literacy is essential for understanding various subjects and developing critical thinking skills (Yan, 2022). Therefore, identifying and addressing the factors that hinder reading interest is a vital step toward improving the quality of basic education.

Research by Pérez-Juárez et al. (2023) underscores the role of *digital* devices in decreasing students' interest in reading, emphasizing how instant entertainment diverts attention from books. Likewise, (Desale and Kumbhar (2022) examined how a lack of parental involvement in fostering home reading habits contributes to this decline. While such studies focus on external and technological influences, the novelty of this research lies in its exploration of the impact of less innovative teaching practices and the unavailability of age-appropriate reading materials, particularly in remote regions. This study adopts a more holistic approach by investigating both internal and external factors that contribute to the declining interest in reading and its effect on academic achievement—thus adding to the growing body of literature on how educational and familial environments shape literacy outcomes.

By understanding and addressing these barriers, it is hoped that students' interest in reading will increase, thereby improving their academic achievement and preparing them for future educational challenges. This article is intended to serve as a valuable resource for educators, parents, and researchers interested in enhancing reading interest and academic performance among elementary school students.

This study aims to analyze the inhibiting factors that affect reading interest among elementary school students, as well as their direct impact on academic achievement. The research is particularly relevant in today's educational context, where low reading interest at an early age can have long-term consequences for literacy development and academic success. The benefits of this research are twofold: first, it contributes to a deeper understanding of the barriers to reading interest and academic performance; second, it offers practical recommendations for improving literacy and learning outcomes among elementary school students, ultimately preparing them to face future educational challenges.

## RESEARCH METHOD

This study uses the *literature review* method, in which data is collected from various studies published within the last 10 years. The analyzed articles were selected based on their relevance to the topics of reading interest, learning motivation, and the influence of the family and school environments on student achievement. The *literature* search process was conducted using academic journal databases such as *ScienceDirect*, *Google Scholar*, and *JSTOR*, employing keywords such as “reading interest,” “learning achievement,” and “literacy inhibiting factors.”

The population reviewed in this study consists of elementary school students, with particular attention given to various interventions that have been implemented to increase their interest in reading. The *literature review* was curated by selecting articles from journals indexed by *Scopus* or *SINTA*, ensuring the quality and credibility of the sources.

Data collection was conducted through a comprehensive *literature review*, which involved identifying and sourcing articles from reputable academic databases, primarily those published in the last decade. The focus of the selected articles included themes of reading interest, academic achievement, and environmental influences from both the family and the school. Keywords such as “reading interest,” “learning achievement,” and “literacy inhibiting factors” guided the search process.

For data analysis, the collected articles were systematically categorized and synthesized to identify common themes and findings related to factors affecting reading interest and learning achievement. A *thematic analysis* was employed to explore key contributors to low reading interest among students, including parental involvement, school-based interventions, and the availability of age-appropriate reading materials. Moreover, the study examined and compared various intervention strategies and their impacts on improving students’ reading habits and academic performance. The analysis offers insights into how these factors are interrelated and influence the overall educational development of elementary school students.

## RESULT AND DISCUSSION

**Table 1. Previous Research**

No.	Heading	Writer	Year of Publication	Problems	Causative Factors	Research Objectives	Data Source	Methodology	Research Results	Research Gap
1.	Analysis of Factors Causing Low Interest in Reading in Grade 5 Students of SD Negeri 4 Tanjung Lago (Solahudin, 2022)	Dandi Solahudin, Misdalina, Noviat	2022	What is the interest in reading and the factors that cause low interest in reading in grade 5 students of SD Negeri 4 Tanjung Lago	Internal factors: students' reading ability, lack of motivation, not taking time to read, reading books is ordered by the teacher, students rarely look for books/reading materials. External factors: school environment, less supportive library, limited books, role of teachers, family environment.	Knowing students' interest in reading and the factors that cause low interest in grade 5 students of SD Negeri 4 Tanjung Lago	Student reading interest questionnaire, in-depth interviews with students, teachers, and library staff	Qualitative descriptive research with data collection through questionnaires, in-depth interviews, and documentation	The results of the study showed that students' interest in reading was good, but there were internal and external factors that hindered reading interest, such as low reading ability, lack of reading habits, and the influence of technology. Internal factors that affect students include students' reading ability, lack of motivation, and the rarity of students looking for books as needed. External factors include the school environment, lack of library facilities, limited books, and the role of teachers and parents.	This research has not covered the influence of technology more deeply, especially the use of smartphones in diverting students' interest in reading
2.	The Impact of Audiovisual Media on Reading Ability Due to Learning Delays in the Recovery Learning Era of Grade II	Rahmat Dwi Kurniyawan, Sri Sukasih	2024	The lack of reading ability of 2nd grade elementary school students in Blora and the lack of use of technology in the learning	Lack of integration of audio-visual media in the learning process and students' inability to read fluently due to the impact of learning delays in the recovery era	To find out the influence of audio-visual media on students' reading ability in the learning of the recovery era.	The data was obtained through a questionnaire addressed to 2nd grade students of SD Negeri Plumbon and SD Negeri	This study uses an ex post facto method with data collection instruments in the form of questionnaires.	The results of the study show that there is a positive influence of audio-visual media on the learning process, especially the improvement of students' reading ability.	The research gap lies in the limited exploration of the impact of audiovisual media on reading ability in the context of recovery

No.	Heading	Writer	Year of Publication	Problems	Causative Factors	Research Objectives	Data Source	Methodology	Research Results	Research Gap
	Elementary School Students in Blora (Kurniyawan & Sukasih, 2024)			process in the classroom.			Punggursugih .			learning, especially for second-grade elementary school students.
3.	Language Teaching Strategies' Impact on Third-Grade Students' Reading Outcomes and Reading Interest (Uibu et al., 2018)	Maile Käsper, Krista Uibu, Jaan Mikk	2018	Various language teaching strategies, vocabulary knowledge, and understanding the meaning of texts affect reading outcomes and reading interest of third-graders	The main factors that affect reading outcomes include vocabulary knowledge, understanding the meaning of the text, and strategies used in language teaching	To examine the relationship between students' vocabulary knowledge, understanding of the meaning of texts, and interest in reading, and how language teaching strategies affect these factors	Data were collected through third-grade students' assessments and observations, focusing on their vocabulary, reading comprehension, and reading interest	This study uses a combination of quantitative and qualitative methods to assess the impact of teaching strategies on reading outcomes	The study found that language teaching strategies significantly affected students' vocabulary knowledge, comprehension, and reading interest, thereby improving reading outcomes	The research gap lies in the need for more research investigating the effectiveness of certain language teaching strategies on reading outcomes and interest in a variety of educational contexts
4.	The Influence of Family Environment on the Reading Habits of MI Students in Situ Udik Village, Cibungbulang District, Bogor Regency (Patimah dkk., 2023)	Patimah, Hana Lestari, Joko Tree Values	2023	This study investigated the impact of the family environment on the reading habits of MI students in Situ Udik Village, Cibungbulang	Factors include the family environment, such as parental involvement, access to reading materials, and the overall atmosphere of the home for learning	To find out how the family environment affects the reading habits of MI students in the region	Data were collected using a survey instrument that examined students' family environments and reading habits, with 27 tests as	This study uses a quantitative approach with a basic straight-relapsing strategy, utilizing surveys for data collection	The study found that there was no critical impact between the family environment and students' reading habits	The research gap lies in the lack of research that explores the direct influence of the family environment on reading habits in rural educational environments,

No.	Heading	Writer	Year of Publication	Problems	Causative Factors	Research Objectives	Data Source	Methodology	Research Results	Research Gap
				, Bogor Regency			part of the study			especially in Indonesia
5.	The Nature, Development, and Effects of Elementary Students' Reading Motivation (Schiefele & Löweke, 2018)	Schiefele, U.	2018	Explore reading motivation profiles among elementary school students and how these profiles affect their reading behavior and academic achievement.	Intrinsic and extrinsic motivational factors include engagement, curiosity, recognition, and competition.	To examine the longitudinal profile of reading motivation among elementary school students and the impact of this profile on reading achievement.	405 elementary school students in grades 3 and 4.	A person-centered longitudinal approach with latent profile analysis (LPA) and latent profile transition analysis (LPTA).	It identified four profiles of reading motivation, including intrinsic high, high engagement, high quantity, and moderate quantity, with different impacts on reading outcomes such as comprehension and number of readings.	Limited research on how certain motivational profiles affect different dimensions of reading achievement over time, particularly in elementary school students
6.	School Library Utilization Technology Model to Improve Reading Interest and Reading Ability in Elementary Education (Pakistani: DKK., 2019)	Arini Pakistanis, Noordansyah, Mooch. Bearers: Udin by Arifin, Hendra Eric Rudyant, Pandi Rice	2019	This study investigates the use of a school library model that combines technology to improve students' interest and reading ability at the primary education level.	Reading interests, reading skills, and school library utilization models involve aspects such as library services, ICT, and collaboration.	Design and assess school library utilization models that use technology to increase reading interest and ability.	State Elementary School (SDN) Bubutan IV Surabaya, with data from teachers, library heads, and students.	The Research and Development (R&D) approach is based on the Borg & Gall model, which involves stages such as planning, testing, and field evaluation.	The use of technology in school libraries has a positive impact on students' interest and reading ability. Tools like the "Let's Read" Android app are effective in improving reading skills.	This study highlights the need for further research on the integration of technology in school libraries and its ongoing impact on primary education.
7.	The Effect of Parent-Involved Reading Activities on Primary School	Emir Feridun Çalkın, Abdulhak Halim Ulaş	2022	This study investigates the impact of reading activities involving	Parents' involvement in reading activities, students' reading motivation, reading comprehension	To evaluate the impact of reading activities involving parents on	100 elementary school students from two different schools.	A quasi-experimental design with pre-test-post-test using paired control groups.	The study found a significant positive impact on reading comprehension, reading motivation, and students' attitudes towards	Although there are studies on parental involvement, more research is needed on

No.	Heading	Writer	Year of Publication	Problems	Causative Factors	Research Objectives	Data Source	Methodology	Research Results	Research Gap
	Students' Reading Comprehension Skills, Reading Motivation, and Attitudes towards Reading (Caliskan & Ulaş, 2022)			parents on reading comprehension skills, reading motivation, and students' attitudes towards reading.	skills, and attitudes towards reading.	reading comprehension, motivation, and students' attitudes towards reading.			reading, particularly in the experimental group that engaged in parent-led activities.	the long-term impact and more diverse cultural contexts for the effectiveness of such interventions.
8.	The Impact of Reading Interest on the Academic Performance of Elementary School Students (Komsı et al., 2024)	Dwi Noviana Komsı, Arni Maburria, Dewi Kartika	2024	Decline in reading interest in elementary school students and its impact on learning achievement	Environmental factors, reading habits, interest in reading materials	To analyze the relationship between reading interest and learning achievement of elementary school students	SDN 02 Lubuklinggau	Quantitative, regression analysis	Reading interest has a significant effect on learning achievement, with an influence of 74.7%.	There is no more in-depth research on other factors that can influence this relationship, such as parental roles or socio-economic factors.
9.	The Influence of Covid-19 on the Reading Interest of 4th-Grade Elementary School Students (Putri et al., 2021)	Nur Ayu Kinanti Agung Putri, Rina Maryanti, Verra Wulandari, Asep Rudi Irawan	2021	Decline in reading interest in 4th grade elementary school students due to the COVID-19 pandemic	Changes in routine, distance learning, lack of social interaction	To find out how the COVID-19 pandemic affected the reading interest of 4th grade elementary school students	Grade 4 students in some elementary schools	Quantitative, pretest-posttest, descriptive data analysis	Interest in reading increased after the intervention program, although there was a decline in some aspects, such as the habit of reading outside the home	There were no studies on other factors that could exacerbate the decline in reading interest, such as social and family economic factors.
10.	Use of Big Book Media Towards	Anggy Giri Praviyogi, Ayu Fitri,	2020	Low interest in reading in elementary	Lack of engaging and interactive learning media	Assessing the effect of the use of big	Grade II students at Pulokalapa II	Experimental, the use of big	The use of big book media significantly	There are no studies that examine the

No.	Heading	Writer	Year of Publication	Problems	Causative Factors	Research Objectives	Data Source	Methodology	Research Results	Research Gap
	Interest in Reading Elementary School Students (Praviyogi D.K., 2020)	Sani Suhardiman		school students, especially in grade II		book media on the reading interest of elementary school students	Elementary School	book media in learning	increases students' interest in reading	impact of using other learning media other than big books to increase reading interest.
11.	Development of Interactive Story Book For Ecoliteration Learning to Stimulate Reading Interest in Early Grade Students Elementary School (Hendratno dkk., 2022)	Hendratno, Yoyok Yermian dhoko, Fajar Noor Yasin	2022	Low interest in reading elementary school students related to ecological literacy	Lack of environmental awareness and lack of relevant reading materials	Developing interactive storybooks to support ecological literacy	Primary school grade 1 and grade 2 students (30 students in each class)	Research and Development research model with the ADDIE model, using validation questionnaires, observations, teacher response questionnaires, and learning outcome tests	Interactive books improve learning outcomes (average pretest 74, average posttest 90.8).	It is necessary to develop digital-based aids that combine ecological literacy and technology to attract students' interest in reading.
12.	Impact of Distance Learning on Reading and Writing Ability in Elementary School Students (Andhini & Sakti, 2021)	Aliza Bunga Andhini, Asri Wibawa Sakti	2021	The impact of distance learning on the reading and writing skills of primary school students	The use of online learning media (videos) and the lack of guidance from teachers during the distance learning period	Describe the impact of the implementation of distance learning on the literacy skills of elementary school students	Elementary school students engaged in distance learning	Qualitative method with descriptive design, using pre-test and post-test to measure changes in skills	The results of the study showed an increase in ability after being given learning materials in the form of videos, but the role of teachers is very important in providing direction so that skills are maintained	This study has not examined the long-term impact of distance learning on reading and writing skills.
13.	Implementation of the Reading Corner through the School Literature	Sastra Wijaya, MS Zulela, Edwita,	2022	Reading interest of elementary school students is	Lack of reading time and a supportive environment for reading	Examining the effectiveness of the reading corner in	SD Islam Irsyadul Ibad, 40 students.	Descriptive qualitative with observations and interviews.	Qualitative descriptive with observation and interviews. Students' interest in reading and reading time increased	Limited exploration of the role of schools in the literacy

No.	Heading	Writer	Year of Publication	Problems	Causative Factors	Research Objectives	Data Source	Methodology	Research Results	Research Gap
	Movement in Increasing Student's Reading Interest in Elementary School (Gusti Yarmi, 2022)	Gusti Yarmi		still low. Lack of reading time		increasing students' interest in reading.			after the implementation of the reading corner.	movement and reading corner.
14.	Implementation of the School Literacy Movement in Fostering Reading Interest in Elementary School Students (Nanajah Atika Saari Duck., 2022)	Nanazah Atika Sari, Dewi Widian Raahyu, Suharmono Kasiyun, Syamsul Ghufro	2022	Declining interest in reading in elementary school students	Lack of effective and sustainable implementation of school literacy programs	Describe the implementation of the School Literacy Movement in increasing the reading interest of elementary school students	Literature articles with data collected through Google Scholar (2017-2021)	Literature review method with in-depth analysis using PRISMA principles	The School Literacy Movement has been proven to increase reading interest, but it needs a more practical and sustainable approach	This study has not examined the role of teachers in implementing literacy movements effectively and sustainably
15.	Increasing the Reading Interest of Panohan Elementary School Students by Using the Reading Challenge Method (Mujib & Setyawan, 2022)	Muhammad Mujib, Agung Setyawan	2022	Declining interest in reading in Panohan Elementary School students	Lack of interesting methods in the process of learning to read	Increase students' interest in reading by using the reading challenge method	8 students of grade IV of Panohan State Elementary School	Classroom action research with a cycle of planning, observation, and reflection; Using questionnaires and observations	The results showed an increase in students' reading interest with an average of 71.82% in the first cycle, which increased to 87.14% in the second cycle	This study has not explored other external factors that affect reading interest such as family and environmental support.
16.	Learning Literature	Inneke Nurul	2021	Low interest in reading in	Lack of understanding of	Determine and measure	Primary school	Quantitative methods using	The results showed an average increase in post-	This study has not examined

No.	Heading	Writer	Year of Publication	Problems	Causative Factors	Research Objectives	Data Source	Methodology	Research Results	Research Gap
	Using 4M Methods as an Effort to Increase Reading Interest of Elementary School Students (Kamila & Sakti, 2021)	Kamila, Asri Wibawa Sakti		elementary school students	literacy learning using the 4M method	reading literacy skills to increase reading interest of elementary school students	students with inclusive education	pre-test and post-test to measure the improvement of literacy skills	test scores of 87.0% compared to the average pre-test score of 47.75%, with an increase of 39.25%	other factors that affect the effectiveness of the 4M method at various levels of basic education.
17.	School Literacy Movement and Impact on Students' Reading Interest in Elementary School (Netty He achieved, 2023)	Yuyun Elizabeth, Karmilasari, Siti Ema Climateh, Netty Herawati	2023	Inadequate methods to increase students' interest in reading	Lack of up-to-date books, less engaging teaching methods, and limited resources.	To explore effective strategies in implementing the School Literacy Movement to increase students' interest in reading.	Literature review from 6 journals sourced from Google Scholar.	Literature review and quantitative analysis.	Increase reading interest through updated book collections, innovative educators, and reading corners.	There is a lack of detailed studies on how certain literacy movements affect reading interest.
18.	The Importance of Sociocultural-Based Reflective Picture Storybook Media to Increase Reading Interest and Social Skills of Elementary School	Citra Rahmawati, Suhardi, Ali Mustadi	2021	Declining interest in reading and social skills in elementary school students	Lack of learning media that are in accordance with the characteristics of students in increasing reading interest and social skills	Knowing the importance of sociocultural-based reflective picture book media (SRPS) in increasing reading interest and social skills of elementary school students	Primary school students	Comparative literature studies	SRPS media has proven to be important for improving students' interest in reading and social skills, but it needs further development to be adapted to the characteristics of students	This study has not examined the practical implementation of the use of SRPS in classroom learning and its impact on students' social skills directly.

No.	Heading	Writer	Year of Publication	Problems	Causative Factors	Research Objectives	Data Source	Methodology	Research Results	Research Gap
	Students (Rahmavati D.K., 2021)									
19.	The Relationship between Elementary School Students' Reading Comprehension and Reading Motivation (Kuşdemir & Bulut, 2018)	Gazi University Department of Primary Education	2018	The relationship between reading comprehension ability and reading motivation of elementary school students	Low reading motivation that affects students' reading comprehension	Investigating the relationship between reading comprehension and reading motivation of elementary school students	Primary school students	Correlational study using cloze tests and open-ended questions to measure reading comprehension and reading motivation	A significant positive relationship was found between reading comprehension and reading motivation; Motivation to read explains 12-13%	The study did not explore other factors that might influence reading motivation, such as environmental or family support.
20.	The Use of Photo Comics Media: Changing Reading Interest and Learning Outcomes in Elementary Social Studies Subjects (Senen dkk., 2021)	Anwar Senen, June Puspita Sari, Herwin Rasimin, Rasimin, Shakila Che Dahalan	2021	Declining reading interest and student learning outcomes in social studies subjects	Lack of interesting media and relevance of material that does not match the interests of students	Examining the influence of photo comic media on students' reading interest and learning outcomes in social studies lessons in elementary schools	Elementary school students in social studies lessons	Experimental research using pre-test and post-test to measure changes in reading interest and learning outcomes	The results of the study showed a significant increase in students' reading interest and learning outcomes after using photo comic media	This study has not explored external factors that affect the effectiveness of photo comic media outside the context of social studies lessons.
21.	The Impact of GLS (School Literacy Movement) on Elementary School Students' Reading	Ahmad Yulianto, Syams Kusumaningrum, Elma Fitriani Polan	2022	Low interest in reading in elementary school students	Lack of effective implementation of the School Literacy Movement (GLS)	Analyzing the impact of the School Literacy Movement (GLS) on students' reading	Grade III students of SD Negeri 2 Remu Sorong City (31 sample students)	Experimental research using the One Sample T-test method and data collection through observation,	The results show that the implementation of GLS has a significant positive impact on students' interest in reading	This study has not examined the long-term implementation of GLS and its impact on overall student

No.	Heading	Writer	Year of Publication	Problems	Causative Factors	Research Objectives	Data Source	Methodology	Research Results	Research Gap
	Interest (Yulianto dkk., 2022)					interest at SD Negeri 2 Remu Sorong City		interviews, and questionnaires		academic achievement.
22.	Factors Influencing Lack of Interest in Reading in Elementary School: A Review from the Perspectives of Students and Teachers (Ramdhanti, 2024)	Adeliana Ramdhanti, Azmi Albahij, Ishan, Lylatol Mufida	2024	Lack of interest in reading in elementary school students	Low student attention to books and lack of reading habits both at school and at home	Analyzing the factors that affect the reading interest of grade 5 students at MI Muhammadiyah Butuh 02	5th grade students of MI Muhammadiyah Wonosobo	Descriptive qualitative research with interviews and observations on student data	Students' interest in reading is still low, with low attention to books and lack of reading habits both at school and at home	This study has not examined interventions or programs that can increase reading interest systematically and sustainably.
23.	The Influence of School Literacy Culture Through the Use of Reading Corners on Students' Reading Interest in Elementary Schools (Pradya, 2020)	Fransiska Ayuka Putri Pradana	2020	Low interest in reading elementary school students	Lack of interesting and effective use of literacy media in schools	Analyzing the effect of the use of reading corners on students' reading interest in elementary schools	Students in elementary school (MI Muhammadiyah Need 02)	Literature studies with data collection from relevant scientific articles	The use of reading corners is effective in increasing students' interest in reading, with a significant increase in reading interest after reading activities 15 minutes before learning	This study has not examined other external factors, such as parental support or the school environment in maintaining reading interest.
24.	The Effect of Library Service Quality on Students' Reading Interest in	Azaz Akbar, Usmar Street, Agusalim,	2021	Low interest in reading in elementary school students	The quality of library services is not optimal in elementary schools	Examining the effect of library service quality on students' reading	Students of SD Negeri 52 Buton	Experimental research with proportional random sampling technique	Research shows that the quality of library services has a significant effect on students' interest in reading	This study does not examine how improving the quality of library services can be done

No.	Heading	Writer	Year of Publication	Problems	Causative Factors	Research Objectives	Data Source	Methodology	Research Results	Research Gap
	Elementary Schools (Akbar, 2021)	A Muh Ali, Nasrullah				interest in SD Negeri 52 Buton				systematically in various elementary schools.
25.	The Effect of Digital Literacy on Reading Interest of Elementary School Students (Simbolon et al., 2022)	Marlina Eliyanti Simbolon, Arita Marini, Maratun Nafi'ah	2022	Low interest in reading in elementary school students	Lack of skills in using digital devices for learning that can affect students' reading interest	Determining the influence of digital literacy on the reading interest of grade 5 students at SD Ahmad Yani Group, Kuningan	5th grade student of SD Ahmad Yani Group, Kuningan Regency (83 respondents)	Quantitative research with survey methods and data collection through closed questionnaires	The results of the study showed that there was a significant influence of digital literacy on students' reading interest	This study did not explore other factors that can affect reading interest, such as learning methods or family influences.
26.	The Effect of the Scramble Method and Reading Interest on Reading Comprehension Ability of Elementary School Students (Sumira dkk., 2018)	Dika Zuchdan, Sumira, Deasyanti, Tuti Herawati	2018	Decline in reading comprehension ability in elementary school students	Lack of variation in learning methods used to improve reading comprehension	Analyzing the Influence of the Scramble Method and Reading Interest on Reading Comprehension Ability of Elementary School Students	Grade IV students of SD Negeri 1 Kawali (30 students as experiments, 30 students as controls)	Experimental research with two-path variance analysis (ANOVA)	The results showed that there was a significant difference in the reading comprehension ability of students who used the Scramble method compared to the conventional method	This study has not explored the long-term effect of the Scramble method on reading comprehension.
27.	The Effect of Reading Interest on Social Studies Learning Outcomes in Elementary	Arum Fatayan, Adinda Frilia, Mardita Putri Fauziah	2022	Declining social studies learning outcomes in elementary school students	Lack of interest in reading that affects the comprehension of social studies material	Determining the effect of reading interest on social studies learning outcomes of	64 students in grade IV of elementary school	Associative quantitative research using purposive sampling and questionnaires	The study showed that there was a significant positive relationship between reading interest and social studies learning outcomes of students	This study has not explored other factors that can affect social studies learning outcomes, such

No.	Heading	Writer	Year of Publication	Problems	Causative Factors	Research Objectives	Data Source	Methodology	Research Results	Research Gap
	Schools (Fatayan dkk., 2022)					grade IV students in elementary school				as teaching factors or the use of learning media.
28.	Low Interest in Reading for Elementary School Children (Hadi et al., 2023)	Ahmad Abdul Hadi, Anisa Sarifah, Tau and Maftuhah, Wiwin Dwi Putri	2023	Declining interest in reading in elementary school children	Lack of reading habits and limited access to interesting reading materials	Knowing the low level of reading interest in elementary school children and the factors that cause it	Primary school students in Indonesia	Qualitative research with descriptive analysis and literature study	The results showed that low interest in reading was influenced by internal (personal motivation) and external factors (limited access to interesting reading materials)	This study has not explored interventions or practical solutions that can increase students' interest in reading.
29.	Efforts to Increase Reading Interest of Elementary School Students (Elendiana, 2020)	Magdalena Elendianna	2020	Declining interest in reading elementary school students	Lack of encouragement from teachers and parents and low reading habits of students	Looking for alternative efforts to increase the reading interest of elementary school students	Primary school students	Literature research by collecting references from relevant journals	The results show that increasing reading interest requires support from the surrounding environment, including teachers and parents, as well as the introduction of interesting reading materials	This study does not explore more practical and effective teaching methods to arouse interest in reading in the classroom.
30.	Utilization of Digital Library to Increase Reading Interest in Elementary School Students (Arita Marini, 2022)	Yuli Mulyawati, Arita Marini	2022	Inadequate access to reading materials and lack of an efficient library system.	Inconvenient access to physical books, limited space, and slow library services.	To explore how digital libraries can increase reading interest among elementary school students.	Literature reviews from various sources and previous research studies.	Literature review and theoretical analysis.	Digital libraries can remove physical barriers and increase access and interest in reading.	Limited research on the specific effectiveness of digital libraries in increasing students' interest in reading.

Source: processed data

This study found that several internal and external factors influence the reading interest of 5th-grade elementary school students, revealing a complex interplay between various elements that affect students' motivation and engagement with reading. Despite generally positive reading interest among students, significant barriers to their enthusiasm were identified, such as low reading ability, lack of motivation, and the growing distraction caused by technology. One key factor highlighted in the study is the impact of the school and family environment, which plays a crucial role in shaping students' reading habits. Solahudin (2022) emphasizes that a lack of support from both schools and families can significantly hinder students' interest in reading. This finding aligns with previous research, such as (Patimah *et al.* (2023), which suggests that parental involvement and access to adequate reading resources greatly influence children's reading habits and academic performance. Moreover, the study found that low motivation—largely due to monotonous teaching methods—contributed to the decline in reading interest, reinforcing the idea that external support, particularly from family and school, is pivotal in fostering a love for reading.

The study further supports the existing body of literature indicating that factors such as motivation, access to reading resources, and the use of innovative learning approaches are essential in boosting students' reading interest. For instance, (Kurniyawan and Sukasih (2024) found that the incorporation of audiovisual media in teaching can significantly improve students' reading abilities, suggesting that engaging and interactive teaching methods may foster a stronger connection to reading. Similarly, this study aligns with research by (Yulianto *et al.* (2022), who highlighted the positive effects of the *Gerakan Literasi Sekolah* (GLS or School Literacy Movement) on student engagement with reading. However, the study also identified an emerging concern: the influence of technology, particularly smartphones, which divert students' attention away from books and reading materials. While the study demonstrated the positive effects of reading initiatives and parental support, it also pointed out the growing challenge posed by digital distractions—an area that requires further exploration. The increasing use of digital media in education, while providing greater access to resources, can also lead to decreased reading interest if not managed effectively.

Although this research shows a positive correlation between reading interest and learning achievement, it recognizes that other factors—such as students' socio-economic backgrounds and the availability of resources—play a significant role in shaping their interest in reading. The study also emphasizes that the complexity of these factors means they must be considered holistically in future research. Understanding how these variables interact could lead to more targeted interventions to enhance reading interest. The implications of this study suggest that a more comprehensive and integrated approach is needed to strengthen students' interest in reading, involving not only schools and teachers but also the home environment and broader community support. Teachers and parents should collaborate to ensure children have access to engaging, age-appropriate reading materials, while the educational environment should promote creativity and active participation through modern, interactive teaching methods. Additionally, it is essential to strike a balance in integrating technology into learning in a way that enhances rather than detracts from reading activities.

Finally, the study's limitations must be acknowledged. This research focused on a specific group of 5th-grade elementary students in a single location, which may not reflect

broader contexts across different regions or socio-economic conditions. Therefore, future studies should explore the influence of these factors in diverse settings to gain a more comprehensive understanding. Moreover, this study did not explore in depth the influence of digital media and technology on students' reading habits—an important gap. Given the increasing influence of digital media on children's behavior, future research could focus on how to manage and mitigate the potential negative effects of screen time on reading interest, as well as how technology can be used to complement and enhance traditional reading practices. Such research could offer valuable insights into the evolving landscape of learning and reading in the digital age.

## CONCLUSION

This study highlights the importance of reading interest among elementary school students and identifies various factors that hinder the development of this interest. The findings suggest that low reading interest can be influenced by a lack of motivation, limited access to appropriate reading resources, and uninnovative learning approaches. By understanding these factors, this research provides valuable insights for educators, parents, and policymakers in creating an environment that supports the development of strong reading habits. The implications of this study emphasize the need for collaboration between schools and families in fostering a sustained interest in reading, which, in turn, can enhance students' academic achievement. As such, this research is not only relevant for deepening the understanding of reading interest but also serves as a foundation for broader educational improvement efforts, ensuring that students acquire the literacy skills necessary for future success.

## REFERENCES

- Akbar, A., Usmar, T., Agusalm, A., Ali, A. M., & Nasrullah, N. (2021). The Effect of Library Service Quality on Students' Reading Interest in Elementary School. *Basicedu Journal*, 5(4), 1725–1734. <https://doi.org/10.31004/basicedu.v5i4.909>
- Andhini, A. B., & Sakti, A. W. (2021). Impact of Distance Learning on Reading and Writing Ability in Elementary School Students. *Indonesian Journal of Multidiciplinary Research*, 1(2), 393–398. <https://doi.org/10.17509/ijomr.v1i2.38573>
- Arita Marini, Y. M. (2022). Utilization Of Digital Library To Increase Reading Interest In Elementary School Students. *Jurnal Pendidikan Dan Pengajaran Guru Sekolah Dasar (JPPGuseda)*, 5(1), 20–24. <https://doi.org/10.55215/jppguseda.v5i1.5021>
- Çalışkan, E. F., & Ulaş, A. H. (2022). The Effect of Parent-Involved Reading Activities On Primary School Students Reading Comprehension Skills, Reading Motivation, and Attitudes Towards Reading. *International Electronic Journal of Elementary Education*, 4. <https://doi.org/10.26822/iejee.2022.260>
- Desale, S. P., & Kumbhar, R. M. (2022). Parent involvement towards children's reading habit: A focus group survey from Nashik, India. *Library Philosophy and Practice (e-Journal)*. <https://digitalcommons.unl.edu/libphilprac/7038>
- Elendiana, M. (2020). Efforts to Increase Reading Interest of Elementary School Students. *Journal of Education and Counseling*, 2(1), 54–60.
- Fatayan, A., Frilia, A., & Fauziah, M. P. (2022). The Effect of Reading Interest on Social Studies Learning Outcomes in Elementary Schools. *Journal of Basicedu*, 6(2), 2694–

2700.

- Gusti Yarmi, S. W., Ms Zulela, Edwita,. (2022). Implementation Of The Reading Corner Through The School Literature Movement In Increasing Student's Reading Interest In Elementary School. *Jurnal Pendidikan Dan Pengajaran Guru Sekolah Dasar (JPPGuseda)*, 5(3), 90–96. <https://doi.org/10.55215/jppguseda.v5i3.6475>
- Hadi, A. A., Sarifah, A., Maftuhah, T., & Putri, W. D. (2023). Low Interest In Reading Elementary School Children. *Renjana Pendidikan Elementary Education*, 3(1), 22–30.
- Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, 3, 275–285. <https://doi.org/10.1016/j.susoc.2022.05.004>
- Hendratno, H., Yermiandhoko, Y., & Yasin, F. N. (2022). Development of Interactive Story Book For Ecoliteration Learning to Stimulate Reading Interest in Early Grade Students Elementary School. *IJORER : International Journal of Recent Educational Research*, 3(1), 11–31. <https://doi.org/10.46245/ijorer.v3i1.179>
- Kamila, I. N., & Sakti, A. W. (2021). Learning Literature Using 4M Methods as an Effort to Increase Reading Interest of Elementary School. *Indonesian Journal of Multidiciplinary Research*, 2(1), 69–76. <https://doi.org/10.17509/ijomr.v2i1.38627>
- Komsi, D. N., Maburria, A., & Kartika, D. (2024). *The Impact of Reading Interest on the Academic Performance of Elementary School Students*.
- Kurniyawan, R. D., & Sukasih, S. (2024). The Impact Of Audiovisual Media On Reading Ability Due To Learning Delays In The Recovery Learning Era Of Grade Ii Elementary School Students In Blora. *Edusaintek: Journal of Education, Science and Technology*, 11(3), 1024–1038. <https://doi.org/10.47668/edusaintek.v11i3.1201>
- Kuşdemir, Y., & Bulut, P. (2018). The Relationship between Elementary School Students' Reading Comprehension and Reading Motivation. *Journal of Education and Training Studies*, 6(12), 97. <https://doi.org/10.11114/jets.v6i12.3595>
- Mujib, M., & Setyawan, A. (2022). *Increasing The Reading Interest Of Panohan Elementary School Students By Using The Reading Challenge Method*.
- Mukarom, A., & Maryani, N. (2019). The Role Of School Libraries In Increasing Students' Interest In Reading. *Al-Kaff: Social Journal Of Humanities*, 2(1). <https://ojs.unida.ac.id/al-kaff/article/view/1658>
- Nanazah Atika Sari, Dewi Widianah Rahayu, Suharmono Kasiyun, & Syamsul Ghuftron. (2022). Implementation of the School Literacy Movement in Fostering Reading Interest in Elementary School Students. *Jurnal Sekolah Dasar*, 7(2). <https://doi.org/10.36805/jurnalsekolahdasar.v7i2.2120>
- Netty Herawati, Y. E., Karmilasari, Siti Ema Iklimah,. (2023). School Literacy Movement And Impact On Students' Reading Interest Elementary School. *Jurnal Pendidikan Dan Pengajaran Guru Sekolah Dasar (JPPGuseda)*, 6(1), 129–132. <https://doi.org/10.55215/jppguseda.v6i1.7530>
- Pakistyaningsih, A., Nurdyansyah, Dr., Bahak Udin By Arifin, Moch., Erik Rudyanto, H., & Rais, P. (2019). School Library Utilization Technology Model to Improve Reading Interest and Reading Ability in Elementary Education. *Universal Journal of Educational Research*, 7(9), 1945–1955. <https://doi.org/10.13189/ujer.2019.070914>

- Patimah, Lestari, H., & Trimulyo, J. (2023). The Influence Of Family Environment On The Reading Habits Of Mi Students In Situ Udik Village, Cibungbulang District, Bogor Regency. *Primary Education Journal*, 3(01), 33–44. <https://doi.org/10.56406/jpe.v3i01.286>
- Pérez-Juárez, M. Á., González-Ortega, D., & Aguiar-Pérez, J. M. (2023). Digital Distractions from the Point of View of Higher Education Students. *Sustainability*, 15(7), 6044. <https://doi.org/10.3390/su15076044>
- Pradana, F. A. P. (2020). *The Influence of School Literacy Budya through the Use of Reading Corners on Students' Reading Interest in Elementary School*. 2.
- Prawiyogi, A. G., Fitri, A., & Suhardiman, S. (2020). Use Of Big Book Media Towards Interest In Reading Elementary School Students. *International Journal of Theory and Application in Elementary and Secondary School Education*, 2(1), 8–11. <https://doi.org/10.31098/ijtaese.v2i1.164>
- Putri, N. A. K. A., Maryanti, R., Wulandary, V., & Irawan, A. R. (2021). The Influence of COVID - 19 on the Reading Interest of 4th-Grade Elementary School Students. *Indonesian Journal of Multidiciplinary Research*, 1(2), 399–404. <https://doi.org/10.17509/ijomr.v1i2.38576>
- Rahmawati, C., Suhardi, & Mustadi, A. (2021). The Importance of Sociocultural-Based Reflective Picture Storybook Media to Increase Reading Interest and Social Skills of Elementary School Students. *Acta Educationis Generalis*, 11(1), 111–120. <https://doi.org/10.2478/atd-2021-0008>
- Ramadhanti, A. (2024). *Factors Influencing Lack of Interest in Reading in Elementary School: A Review from the Perspectives of Students and Teachers*.
- Schiefele, U., & Löweke, S. (2018). The Nature, Development, and Effects of Elementary Students' Reading Motivation Profiles. *Reading Research Quarterly*, 53(4), 405–421. <https://doi.org/10.1002/rrq.201>
- Senen, A., Sari, Y. P., Herwin, H., Rasimin, R., & Dahalan, S. C. (2021). The use of photo comics media: Changing reading interest and learning outcomes in elementary social studies subjects. *Cypriot Journal of Educational Sciences*, 16(5), 2300–2312. <https://doi.org/10.18844/cjes.v16i5.6337>
- Simbolon, M. E., Marini, A., & Nafiah, M. (2022). *The Effect Of Digital Literacy On Elementary School Students' Interest In Reading*. 8(2).
- Solahudin, D. (2022). *Analysis of Factors Causing Low Interest in Reading in Grade 5 Students of SD Negeri 4 Tanjung Lago*.
- Sumira, D. Z., Deasyanti, & Herawati, T. (2018). The Effect of the Scramble Method and Reading Interest on the Reading Comprehension Ability of Elementary School Students. *Indonesian Journal of Primary Education*, 2(1), 63–71.
- Uibu, K., Mikk, J., & Käsper, M. (2018). Language Teaching Strategies Impact on Third-Grade Students Reading Outcomes and Reading Interest. *International Electronic Journal of Elementary Education*, 10(5), 601–610. <https://doi.org/10.26822/iejee.2018541309>
- Yan, Z. (2022). *Student Self-Assessment as a Process for Learning* (1 ed.). Routledge. <https://doi.org/10.4324/9781003162605>
- Yulianto, A., Kusumaningrum, S., & Polan, E. F. (2022). The Impact of GLS (School Literacy Movement) on Elementary School Students' Reading Interest. *Journal of Papeda*:

*Journal of Publication of Basic Education*, 4(2), 125–131.  
<https://doi.org/10.36232/jurnalpendidikandasar.v4i2.2652>