

Reading Interest Profile of Fourth-Grade Students at SDIT Insan Rabbani as a Basis for Developing Culturally Responsive Digital Storybooks

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ABSTRACT

Objective: This descriptive quantitative study examined the reading interest profile of fourth-grade students at SDIT Insan Rabbani, Majalengka Regency, Indonesia, as a needs analysis for developing culturally responsive digital storybooks. The study aimed to identify students' reading interest across five indicators adapted from Burns and Lowe to provide an empirical basis for literacy-oriented instructional media. **Method:** The study involved all 34 fourth-grade students using a total sampling technique. Data were collected through a structured questionnaire measuring five indicators of reading interest: (1) need for reading materials, (2) efforts to seek reading materials, (3) enjoyment of reading, (4) desire to read continuously, and (5) follow-up actions after reading. The questionnaire was validated through expert judgment (CVI = 0.94) and demonstrated high internal consistency (Cronbach's $\alpha = 0.89$). Data were analysed using descriptive statistics by calculating the mean score for each indicator. **Results:** The findings revealed a moderate-to-low and uneven reading interest profile. The highest mean score was obtained for the need for reading materials (75.42), while the lowest score was found for the desire to read continuously (65.36). Lower scores were also identified for efforts to seek reading materials (68.68) and follow-up actions after reading (68.17), indicating that students recognised the importance of reading but had not yet developed consistent, autonomous, and reflective reading habits. **Novelty:** This study contributes by providing an empirical reading interest profile that serves as a foundation for developing culturally responsive digital storybooks incorporating local wisdom, including local folklore, Sundanese cultural values, audio narration, interactive illustrations, vocabulary support, comprehension activities, and post-reading retelling tasks to enhance literacy engagement among elementary school students.

INTRODUCTION

As digital formats gradually replace printed books, the demand for innovative and engaging educational content has continued to increase. The rapid development of information and communication technology has significantly influenced how learning resources are accessed and used in educational settings. At the national level, reading literacy remains a strategic concern in Indonesia because improvements in literacy infrastructure have not always been followed by strong reading habits among children. This condition shows that literacy development should not only focus on access to books and facilities but also on students' motivation, reading preferences, and the relevance of reading materials to their daily lives. According to Surayya and Mubarok (2021), the ability to decode written symbols and interpret implicit meanings is a distinct but interconnected component of reading proficiency.

Reading interest refers to a learner's voluntary inclination to engage in reading activities. It includes reading frequency, material preferences, and the enjoyment

experienced during reading. Elendiana (2020) argues that reading interest arises intrinsically and requires conscious personal awareness. Similarly, Prawiyogi et al. (2020) state that reading interest should be nurtured from an early age and that environmental stimuli strongly shape it. Putra et al. (2019) further highlight that appropriate educational media can improve comprehension while fostering motivation and interest in reading.

Despite numerous literacy programmes and campaigns, Indonesia continues to face persistent challenges in cultivating reading interest. Reports frequently indicate that Indonesian students' reading habits remain weak, particularly when reading materials are not attractive, accessible, or relevant to learners' experiences. This issue is important because reading literacy is a foundation for human resource development, critical thinking, academic achievement, and lifelong learning in the twenty-first century. Although Indonesia has expanded literacy infrastructure through public libraries, community reading centres, and digital literacy platforms, these facilities have not automatically produced stronger reading habits. The gap suggests that the literacy problem is shaped not only by access but also by sociocultural factors, student motivation, and the relevance and appeal of reading materials (Aula, 2024; Guerrero, 2025; Jatmiko et al., 2021; Sibuea et al., 2024).

One contributing factor to this issue, particularly among elementary school students, is the limited availability of learning media that are both engaging and appropriate to students' developmental levels, which can negatively affect motivation and active participation in the learning process. Qudsiyah et al. (2021) note that monotonic, unvaried teaching methods lead to passive learning experiences, thereby reducing students' enthusiasm. Consequently, teachers must implement diverse instructional strategies to maintain student engagement. In line with this, Nuraida & Khaerunnisa (2021) stress the importance of selecting suitable media and methods to support effective teaching.

Burns and Lowe propose five indicators for assessing reading interest: the need for reading materials, efforts to seek reading materials, reading enjoyment, the desire to read continuously, and follow-up actions after reading (Guerrero, 2025; J. Luaran, 2025; Umar, 2021). These indicators provide a comprehensive framework for examining students' reading behaviour because they capture cognitive awareness, independent initiative, affective response, reading consistency, and reflective engagement after reading.

To enhance reading motivation and learning outcomes, teachers should integrate engaging instructional media into classroom practices. Interactive learning resources can reduce student boredom, improve comprehension, and promote stronger retention of learning content, thereby supporting more effective and meaningful reading experiences (Getenet et al., 2025; Ibrahim et al., 2023). Khanolainen et al. (2024) further explain that reading activities are central to literacy development and play a critical role in enhancing students' analytical and problem-solving skills. Chek et al. (2025) also note that digital textbooks can serve as innovative learning tools by transforming traditional print materials into interactive digital formats suited to the digital era. However, further exploration is needed regarding how interactive digital reading materials can be designed and implemented effectively to support students' literacy development and engagement. Therefore, this study aims to develop and evaluate an interactive digital reading resource to enhance students' reading motivation and literacy skills. Specifically, this research seeks to answer the following questions: (1) How can an interactive digital reading resource be developed to support literacy learning? (2) How valid and practical is the developed digital resource for classroom implementation? and (3) To what extent

does the use of the digital resource influence students' reading motivation and learning outcomes?

Digital books represent the digital evolution of printed books and can be accessed through electronic devices. Prasetyo (2020) defines digital books as publications containing text, images, or audio in electronic formats. These formats are appealing to young learners because they can combine narrative, illustration, sound, and interactive features. Educators therefore need to use technology to develop varied teaching methods and reading strategies (Khikmawati et al., 2021). Aini et al. (2022) also state that digital books provide narrative and illustrative learning content while functioning as interactive and engaging educational media..

As digital formats gradually replace printed books, demand for innovative and engaging educational content has continued to increase. The rapid development of information and communication technology has significantly influenced how learning resources are accessed and used in educational settings. In Indonesia, this shift was marked by the introduction of the Electronic School Book (Buku Sekolah Elektronik/BSE) initiative in 2008, which aimed to improve the accessibility and affordability of learning materials for students and teachers. Since its implementation, digital books have become increasingly prevalent in classrooms, supporting more flexible learning practices and encouraging the integration of technology into teaching and learning processes (I.W. Paing et al., 2024). However, there remains a gap in the availability of localised, student-centred digital materials.

Therefore, this study aims to examine the reading interest profile of fourth-grade students at SDIT Insan Rabbani using the indicators proposed by Burs and Lowe. By analysing students' reading behaviours, motivation, and levels of engagement, this study seeks to provide a comprehensive and systematic understanding of their reading interests. The findings are expected to identify both strengths and areas requiring improvement in students' reading practices. Furthermore, the results are intended to serve as a foundational reference for developing interactive, culturally relevant digital storybooks that align with students' interests, learning characteristics, and educational needs, thereby supporting literacy development in elementary education settings.

RESEARCH METHOD

Profile of fourth-grade students at SDIT Insan Rabbani in Majalengka District, West Java Province. This approach was appropriate because the study aimed to identify patterns, trends, and characteristics of students' reading interest through numerical data (Dahl-Leonard et al., 2024). The participants consisted of 34 students, including 17 students from class IVA and 17 students from class IVB. Since these students represented the entire population of fourth-grade learners at the school, total sampling was applied. Data were collected during the 2024/2025 academic year using a structured questionnaire developed based on five reading-interest indicators adapted from Burns and Lowe: (1) need for reading materials, (2) efforts to seek reading materials, (3) enjoyment of reading, (4) desire to read continuously, and (5) follow-up activities after reading (Muharlisiani et al., 2018). Prior to data collection, the questionnaire items were evaluated through expert judgment involving a panel of three experts with relevant backgrounds in elementary education, literacy studies, and educational assessment. Each expert reviewed every item based on three criteria: relevance to the intended indicator, clarity of wording, and appropriateness for fourth-grade students. The experts rated each item using a four-point

validation scale, and the Content Validity Index (CVI) was calculated by comparing the number of experts who rated an item as relevant with the total number of expert ratings. The questionnaire obtained a CVI value of 0.94, indicating a high level of content validity. Furthermore, the internal consistency of the instrument was examined using Cronbach's alpha, which produced a coefficient of 0.89, indicating that the questionnaire had good reliability. After data collection, the responses were coded according to the questionnaire scoring system and grouped based on the five reading-interest indicators. Descriptive statistical analysis was conducted through several steps: (1) calculating individual students' total scores across all questionnaire items; (2) calculating the mean score for each reading-interest indicator by summing students' scores within each indicator and dividing the total by the number of respondents; (3) calculating the overall mean score to determine the general reading-interest profile; and (4) comparing mean scores across indicators to identify the strongest aspects and areas requiring pedagogical intervention. The results of this analysis were used as an empirical foundation for proposing interactive and culturally relevant digital reading materials aimed at improving literacy engagement among elementary school students.

RESULTS AND DISCUSSION

Results

This study investigated the reading interest profiles of 34 fourth-grade students at SDIT Insan Rabbani in Majalengka Regency. Data were collected through a structured questionnaire developed based on five key indicators proposed by Burs and Lowe, namely: (1) the need for reading materials, (2) efforts to seek reading materials, (3) enjoyment of reading, (4) the desire to read regularly, and (5) follow-up actions after reading. Employing a descriptive quantitative research design, this study analysed students' reading interest levels based on these five indicators to identify patterns in their reading behaviours and engagement with reading activities.

The analysis aimed to generate a comprehensive profile of students' reading interests and identify indicators that reflected strengths and areas requiring pedagogical intervention. Students' responses were classified and analysed based on the five established reading-interest indicators to reveal patterns of reading behaviour. The results provided evidence-based insights for developing targeted strategies to improve students' reading motivation, engagement, and habits, thereby supporting sustainable literacy practices among elementary school students.

Figure 1 summarises the mean score for each indicator. The highest score appeared in the need for reading materials, whereas the lowest score appeared in the desire to read continuously. The relatively low scores for efforts to seek reading materials and follow-up actions after reading indicate that students require support not only in accessing attractive reading materials but also in developing autonomous and reflective reading habits.

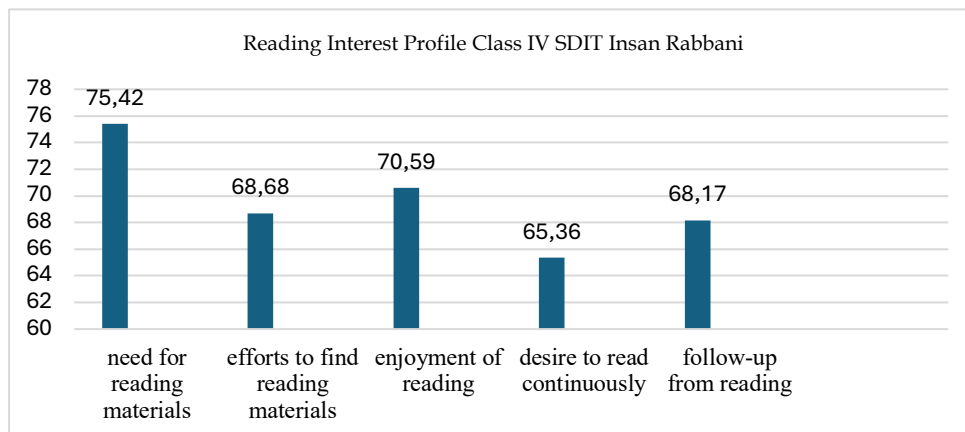


Figure 1. Diagram of reading interests among fourth-grade students at SDIT Insan Rabbani

Discussion

The findings indicate that fourth-grade students at SDIT Insan Rabbani generally have a moderate-to-low and uneven reading interest profile. The highest mean score was recorded for the need for reading materials (75.42), showing that students recognise reading as important for learning and knowledge acquisition. In contrast, the lowest mean score was found for the desire to read continuously (65.36), indicating weak reading consistency and limited self-driven engagement. This pattern reflects a gap between students' awareness of the value of reading and their actual reading habits. Similar patterns have been discussed in broader reading motivation models, which emphasise that reading interest develops when learners experience autonomy, meaningful content, and positive engagement with texts (Dahl-Leonard et al., 2024; Khanolainen et al., 2024).

The first indicator, the need for reading materials, achieved the highest score. This finding suggests that most students recognise reading as an important activity for acquiring knowledge and supporting academic development. Such awareness provides a positive foundation for literacy development; however, it does not necessarily translate into consistent reading practices. Banowati et al (2023) and Dwiyantri et al. (2018) emphasise that recognising the benefits of reading is an essential foundation for developing students' reading interest. Nevertheless, the key challenge is transforming this awareness into active reading behaviour, particularly by encouraging students to independently seek and engage with reading materials beyond classroom activities.

The second indicator, efforts to find reading materials, obtained a mean score of 68.68. This score shows that students' initiative to access reading materials remains limited. Some students used the school library or online platforms, whereas others depended mainly on materials provided by teachers. This pattern suggests that autonomous reading behaviour has not developed strongly. Anggraeni & Pentury (2020) note that students who passively wait for reading materials are less likely to build sustainable reading habits. Therefore, teachers may strengthen initiative through classroom libraries, curated digital recommendations, reading challenges, and guided exploration of age-appropriate texts.

The third indicator, enjoyment of reading, obtained a mean score of 70.59. This result indicates that students tend to respond positively when reading materials match their interests and learning preferences. Materials with visual, narrative, and interactive elements can increase engagement because they reduce cognitive burden and make reading more enjoyable for young learners. Amalia (2022), found that interest-aligned materials help sustain attention and encourage regular reading. International research on technology-supported literacy also shows that digital resources can improve student engagement when they are interactive, purposeful, and aligned with learning goals (Dahl-Leonard et al., 2024; Getenet et al., 2025).

The fourth indicator, the desire to read continuously, had the lowest mean score (65.36), indicating a critical area of concern. This is the most critical finding because it shows that positive attitudes toward reading have not yet become sustained habits. The gap between enjoyment and regular practice suggests limited intrinsic motivation, weak routine formation, and insufficient reinforcement from the reading environment. Sibuea et al. (2024) emphasise that illustrated and culturally relevant storybooks can help transform casual interest into more regular reading practice. Practical strategies such as sustained silent reading, reading journals, reading targets, and reward systems may also help students embed reading into daily routines.

The fifth indicator, follow-up actions after reading, obtained a mean score of 68.17. Although some students could retell or summarise texts, many showed limited initiative to respond more deeply to what they had read. This finding suggests that reading often remains at a surface comprehension level and is not followed by reflective, analytical, or creative activities. Rukayah et al. (2024), explain that students who lack motivation to reflect on or apply reading content may struggle to develop higher-order literacy skills. Post-reading activities such as guided discussion, retelling, drawing scenes, rewriting endings, vocabulary games, and short presentations can help strengthen comprehension and critical thinking.

The moderate to low levels of reading interest identified in this study can be attributed to several contributing factors. One of the most significant factors is the limited availability of age-appropriate and engaging reading materials for elementary school students. Many existing resources are predominantly text-based and offer minimal visual support or interactive features, reducing their appeal to young readers. Such materials may not align with students' cognitive development and learning preferences, which often favour multimodal, interactive content. As a result, students may experience decreased motivation and engagement, ultimately hindering the development of positive and sustainable reading habits. This aligns with the findings of Maulida et al. (2019); several scholars argue that children frequently experience difficulty engaging with dense, text-heavy materials that lack visual support, as such texts tend to be less appealing and cognitively demanding for young learners.

Additionally, the limited selection of available reading materials may be insufficient to accommodate students' diverse interests and preferences. The absence of relatable characters, local contexts, and culturally relevant themes can reduce students' emotional and cognitive connection to the texts they read. When learning materials do not reflect students' lived experiences or cultural backgrounds, engagement and motivation to read may decline. Consequently, reading is often perceived as a compulsory academic task rather than a meaningful and enjoyable activity. This condition underscores the

importance of developing reading materials that are diverse, contextually relevant, and culturally responsive to foster deeper engagement and sustained reading interest.

Interviews with teachers revealed that SDIT Insan Rabbani has adequate digital infrastructure, including Chromebooks, projectors, and stable internet access. Teachers also demonstrated the ability to operate digital platforms and media. These conditions provide a strong foundation for integrating digital reading materials into literacy instruction. Interactive digital storybooks rooted in local culture could address the gap between students' awareness of reading and their weak sustained engagement. Khikmawati et al (2021) and Aisyah & Yustiana (2025) support this view by suggesting that interactive and culturally responsive materials are more likely to resonate with young learners and encourage literacy engagement.

The findings have several implications for literacy development in elementary schools. Schools should provide structured reading programmes that combine independent reading, guided reading, and post-reading reflection. For digital storybook development, future research and development cycles should focus on local wisdom themes that are familiar to students, such as Majalengka local stories, Sundanese cultural values, community life, environmental care, cooperation, respect for parents and teachers, and Islamic character values relevant to the school context. The digital mechanics should include audio narration, clickable illustrations, simple animations, vocabulary support, comprehension questions, badges or reading progress indicators, and retelling tasks. These features can make reading more interactive while supporting comprehension, motivation, and cultural identity.

Overall, students at SDIT Insan Rabbani recognise the importance of reading, but this awareness has not consistently developed into autonomous reading behaviour. The weakest areas are sustained reading motivation and follow-up engagement after reading. These patterns show the need for targeted interventions that combine attractive content, structured routines, and culturally meaningful digital media. Interactive digital storybooks based on local wisdom may help improve reading interest, comprehension, critical thinking, and broader literacy development. Future studies should test the effectiveness of such digital storybooks longitudinally and compare results across different school contexts.

CONCLUSION

Fundamental Finding: This study has several limitations that should be considered when interpreting the findings. First, the investigation was conducted within a specific school context and focused on a single group of fourth-grade students, which may limit the transferability of the findings to other educational settings. Future research should involve more diverse participants from different schools and regions to obtain broader perspectives on elementary students' reading interest. Second, this study examined reading interest based on five indicators but did not investigate changes in students' reading behaviour over time or the impact of specific literacy interventions. Therefore, future studies are encouraged to adopt longitudinal or experimental designs to evaluate how interactive and contextual reading resources influence students' reading motivation, engagement, and literacy development. These future research directions can strengthen the evidence base for designing effective literacy practices in elementary education.

Implication: To address this, integrating interactive digital storybooks embedded with local wisdom is recommended as a pedagogical innovation to enhance reading interest

and literacy engagement in primary education. This study contributes to the growing body of research on technology-assisted literacy instruction by emphasising the role of culturally grounded digital media in shaping reading behaviours. **Limitation:** The findings are limited to fourth-grade students at SDIT Insan Rabbani and focus primarily on reading interest indicators, without yet examining long-term effects or broader literacy competencies. **Future Research:** Future research should examine the long-term effects of local wisdom-based digital storybooks across different school contexts and investigate their influence on comprehension, writing skills, critical thinking, and sustained literacy habits.

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