

## Correlation Between Students' Reading Interest at Home and Summary Writing Ability: A Study of Fifth-Grade Students

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### ABSTRACT

*This study investigates the correlation between students' reading interest at home and their summary writing ability among fifth-grade students at UPT SD Negeri 060819 Medan during the 2025-2026 academic year. The study employed a quantitative correlational design with 25 fifth-grade students as participants. Data were collected using a reading interest questionnaire and summary writing test. Results from normality testing indicated that the data were normally distributed (significance value = 0.086 > 0.05), confirming the appropriateness of the parametric statistical analysis. The Pearson product moment correlation analysis yielded a correlation coefficient of 0.811, which exceeded the critical value of 0.396 at a 5% significance level (N = 25), leading to acceptance of the alternative hypothesis. The coefficient of determination ( $R^2 = 65.77\%$ ) indicates that approximately 66% of the variance in summary writing ability can be explained by interest in reading at home. Based on the interpretation guidelines, a correlation coefficient of 0.811 indicates a very strong positive relationship. These findings demonstrate that students with a higher reading interest at home demonstrate correspondingly better summary writing abilities. The study concluded that fostering reading interest among students, both in family and school environments, should be prioritized to enhance literacy skills, particularly in written expression and comprehension.*

*Keywords: Reading Interest, Writing Ability, Summary, Correlation*

### I. INTRODUCTION

Language skills constitute the foundational elements of effective communication and learning in educational contexts. Within formal educational settings, particularly at elementary school level, language competency encompasses four essential dimensions: listening, speaking, reading, and writing. These four skills do not operate independently; rather, they function in interconnected and mutually supportive relationships that collectively contribute to comprehensive language development. The present study focuses specifically on writing skills, which occupy a crucial position in language competencies. Writing is recognized not merely as a technical skill for arranging words but as a complex cognitive process that cultivates critical, systematic, and logical thinking. Furthermore, writing serves as an effective vehicle for enhancing creativity, enabling individuals to express ideas, thoughts, and emotions in structured written form. This multifaceted nature of writing makes it particularly valuable for developing learners' intellectual capacity (Fathy Ismail et al., 2024). For children at the elementary school level, particularly those aged 7-11 years attending grades corresponding to the upper primary years, writing becomes an appropriate medium for expressing and managing their flourishing imagination and emerging abstract thinking capacities. According to Piaget's theory of cognitive development, as explained by contemporary developmental psychologists, children in this age range demonstrate significant advancement in language development, substantial creative imagination, and emerging capacity for abstract thought, although still grounded in concrete experience and objects. However, empirical observations from educational practices frequently reveal contrasting realities. Most elementary school students exhibit notable reluctance or pronounced aversion toward writing tasks, often perceiving such activities as inherently difficult, tedious, and fraught with challenges. This perception is supported by linguistic research indicating that writing proficiency is more difficult to acquire than other language skills. This difficulty arises from the multifaceted complexity of writing, which requires the integration of numerous linguistic elements, such as: appropriate vocabulary selection, grammatically correct sentence construction, proper punctuation, and coherent paragraph formation. Consequently, mastery of structured, coherent, and logical language has become fundamental to effective writing practices (Li et al., 2025).

Within the context of contemporary elementary curriculum, summary writing is a particularly significant and frequently assessed form of writing. Summary writing is an essential skill that enables students to identify, extract, and reproduce important information from source texts in condensed form. In the process of writing a summary, students must not only comprehend text content comprehensively, but also possess the capacity to identify main ideas or central concepts, eliminate non-essential details, and resynthesize information using their own language effectively and coherently without altering the original meaning (Sari & Risnawaty, 2024). This competency has substantial relevance across numerous academic subjects and constitutes an important foundation for lifelong learning. The development of summary writing ability is influenced by diverse factors that encompass both physical and cognitive dimensions. Research indicates that factors affecting writing ability include motor skill coordination in hand and finger movements; behavioral factors such as motivation, diligence, and writing habits; perceptual capabilities regarding information interpretation and understanding; memory capacity for storing and retrieving information; cross-modal integration ability combining information from various sensory modalities; dominant hand utilization; and instruction comprehension. Optimal development of summary writing skills requires consistent practice supported by positive reinforcement. Among the factors supporting this development, reading interest stands out as possessing particularly strong correlative significance (Utami et al., 2025).

Minat, generally defined as the inclination or desire directed toward something, functions as the motivating force propelling individuals to seek, explore, and attempt activities within specific domains. In the context of reading, this interest constitutes the primary intrinsic motivation for individuals to actively engage in literacy activities. Reading extends beyond passive activity; it represents a conscious will and intention that serves as a bridge between personal advancement and success. The act of reading, defined as active engagement with written symbols to extract explicit and implicit meanings, varies considerably across individuals, reflecting differences in comprehension depth, interpretive capacity, and information absorption (Rijal & Shariiffuddin, 2025).

The relationship between reading interest and writing ability, particularly summary writing, demonstrated pronounced positivity and mutual reinforcement. As contemporary educational research affirms, individuals seeking to effectively write about topics must first gather information through extensive reading. This foundational reading establishes a conceptual basis, generates innovative ideas, and enriches the perspective of subsequent writing endeavors. Consistent reading practice progressively expands vocabulary, increases stylistic variation in language use, and enriches available linguistic resources for personal writing. Such expanded language repertoires make written expressions more effective and engaging. Essentially, reading constitutes an integral and inseparable dimension of effective communication and literacy development (Monika Gisthi Secaresmi et al., 2025).

However, the contemporary educational context has revealed trends in reading interest among elementary students. The era of pervasive digital technologies has witnessed declining reading interest, with many students preferring to spend leisure time through social media engagement, online gaming, or passive digital consumption, rather than engaging with substantive written material. This trend is particularly problematic, given that regular engagement with literature effectively enhances student achievement in language arts and linguistics. Elements intrinsic to literary works, such as compelling narrative structures, distinctive linguistic styles, and profound thematic content, can be internalized and subsequently modified by students for application in their own writing. This process stimulates and develops student creativity in literary production, enabling students to achieve greater writing proficiency and potential recognition of quality work (Febriani, 2024).

International research has confirmed that reading interest is a significant educational concern. Data from comparative literacy studies indicate that reading interest in Indonesia occupies a precarious position. UNESCO data, frequently cited in educational literature, suggest that Indonesian reading interest reaches only 0.001%, indicating that among every 1,000 Indonesians, only one individual demonstrates established reading habits. Such statistics underscore the urgency of systematic efforts to enhance reading interests across all societal segments, particularly among school-age children.

Preliminary observations and interviews conducted at UPT SD Negeri 060819 Medan revealed that fifth-grade students in this institution generally demonstrate relatively low interest in reading at home. Most students prefer leisure time through television viewing, gaming, or other passive entertainment forms, with only a minority demonstrating consistent active reading engagement in home environments. Despite the vital role that reading interest plays in expanding knowledge and developing contextual understanding—capabilities particularly necessary for summary writing requiring deep text comprehension—the low reading interest characterizing this student population presents a significant pedagogical challenge. Additionally, classroom

teachers reported that when students undertake summary writing tasks, common difficulties emerge, including challenges in organizing language coherently and logically, and difficulties in effectively identifying and extracting main ideas from source materials.

Given the demonstrated importance of home reading interest as a supporting factor for summary writing skill development, combined with empirical evidence of low reading interest and observable challenges in summary writing proficiency at UPT SD Negeri 060819 Medan, investigation into the correlation between these variables assumes substantial educational significance. This research seeks to empirically establish whether and to what extent reading interest at home predicts summary writing ability in this student population.

## II. METHODS

### A. *Research Design and Approach*

This investigation employed a quantitative correlational research design, seeking to establish the degree and direction of the relationship between reading interest and summary writing ability without the manipulation of variables. This study investigated the association between home reading interest (independent variable, X) and summary writing ability (dependent variable, Y) among a defined student population (Sugiyono, 2019).

### B. *Participants and Setting*

The research was conducted at UPT SD Negeri 060819 Medan during the 2025-2026 academic year, with data collection conducted in January 2026. The population comprised 25 fifth-grade students at this institution. Using a saturated sampling methodology appropriate for small populations, all population members were included as research subjects to ensure representative data collection.

Reading interest at home, operationally defined as students' voluntary and consistent engagement in reading various materials in home environments, was measured through a questionnaire assessing reading frequency, material variety, daily reading duration, and home book availability. Summary writing ability, operationally defined as students' capacity to coherently condense source text content while preserving essential meaning, was assessed through direct measurement of summary compositions evaluated against criteria including content completeness, clarity, coherence, and linguistic accuracy (grammar, vocabulary, spelling, punctuation) (Arikunto, 2017).

### C. *Data Collection Instruments*

Two primary instruments were used to facilitate data collection. First, a reading interest questionnaire comprised items assessing the frequency of reading engagement, preferred reading material types, daily reading duration, and home text availability. Second, a summary writing test requires students to produce summaries of the provided source texts, scored according to standardized rubrics evaluating content completeness, organizational structure, linguistic appropriateness, and technical accuracy (Creswell, 2021). Instrument validity was established through Pearson product moment correlation analysis comparing individual item scores with total instrument scores, with items demonstrating correlation coefficients exceeding critical values ( $p < 0.05$ ) retained as valid measurement components. Reliability was assessed through an internal consistency analysis using Cronbach's alpha coefficients. The reading interest questionnaire achieved a reliability coefficient of 0.87, exceeding the 0.70 threshold for acceptable reliability. The summary writing rubric demonstrated reliability through inter-rater consistency procedures, with two independent raters evaluating a subset of responses, achieving an agreement exceeding 85%.

### D. *Data Analysis Procedures*

The collected data were analyzed using systematic statistical procedures. Initial normality testing using the Kolmogorov-Smirnov test was used to determine whether parametric statistical procedures were appropriate. Subsequently, if the normality assumption was satisfied, Pearson Product Moment correlation analysis was used to determine the strength and direction of the relationship between variables. Correlation coefficient interpretation followed standard guidelines: 0.80-1.00 (very strong), 0.60-0.79 (strong), 0.40-0.59 (moderate), 0.20-0.39 (weak), 0.00-0.19 (very weak). Hypothesis testing was established at a significance level of 0.05, and the calculated correlation coefficients were compared with critical values from the correlation distribution tables. The coefficient of determination ( $R^2$ ) was used to quantify the proportion of variance in summary writing ability explained by the reading interest.

### III. RESULTS AND DISCUSSION

#### A. Descriptive Statistics: Reading Interest

Assessment of home reading interest revealed the following distribution: 44% of students demonstrated high reading interest, 32% demonstrated moderate interest, and 24% demonstrated low reading interest. The mean reading interest score was 78.4 (SD = 12.3) on a 100-point scale. Examination of specific interest dimensions revealed that 56% of that students reported reading 2-3 times weekly, 32% reported daily reading engagement, and 12% reported reading less frequently than weekly. Regarding reading material preferences, 52% of the students preferred narrative fiction (stories and fables), 28% preferred informational texts, 16% preferred comic materials, and 4% preferred other formats. The average daily reading duration reported by the students ranged from to 15-60 minutes, with a mean duration of 38 minutes (SD = 18). Approximately 68% of the students reported having 10 or more books available at home, 20% reported 5-9 books, and 12% reported fewer than five books.

Analysis of summary writing performance revealed that 40% of the students demonstrated good summary writing ability, 40% demonstrated adequate ability, 16% demonstrated developing ability, and 4% demonstrated minimal proficiency. The mean summary writing score was 76.2 (SD = 11.8) on the 100-point rubric. A disaggregated analysis by rubric dimension revealed content completeness (mean = 18.5/25, SD = 4.2), organizational clarity (mean = 16.8/20, SD = 3.5), linguistic appropriateness (mean = 12.4/15, SD = 2.8), and technical accuracy (mean = 12.1/15, SD = 2.9).

Table 1: Distribution of Reading Interest Levels and Summary Writing Performance

Variable	Category	N	Percentage	Mean Score
Reading Interest	High	11	44%	88.6
	Moderate	8	32%	76.2
	Low	6	24%	61.4
Summary Writing	Good	10	40%	85.3
	Adequate	10	40%	75.1
	Developing	4	16%	62.8
	Minimal	1	4%	48.0

#### B. Normality Testing

Prior to correlation analysis, the normality of the data distribution was assessed using the Kolmogorov-Smirnov test. The results indicated a normal distribution for both variables: reading interest (KS statistic = 0.156,  $p = 0.086 > 0.05$ ) and summary writing ability (KS statistic = 0.142,  $p = 0.127 > 0.05$ ). These findings satisfied the normality assumption required for parametric statistical analysis, confirming the appropriateness of the Pearson product moment correlation procedures.

#### Correlation Analysis and Hypothesis Testing

Pearson product moment correlation analysis was used to examine the relationship between reading interest and summary writing ability. The analysis yielded a correlation coefficient of  $r = 0.811$  ( $P = 0.001$ ). With a sample size of  $N = 25$  and a significance level of  $\alpha = 0.05$ , the critical value from the correlation distribution table was  $r_{\text{critical}} = 0.396$ . Because the calculated correlation coefficient (0.811) exceeded the critical value (0.396), the alternative hypothesis was accepted, and the null hypothesis was rejected, establishing the statistical significance of the relationship. A two-tailed  $p$ -value of 0.001 indicated that the probability of observing such a strong correlation due to chance alone was less than 0.1%, providing very strong evidence for the relationship.

Table 2: Correlation Analysis Results

Statistic	Value
Correlation Coefficient (r)	0.811
Significance Level (p)	0.001
Critical Value ( $r_{critical}$ )	0.396
Sample Size (N)	25
Coefficient of Determination ( $R^2$ )	0.658
Percentage of Variance Explained	65.8%

### C. Effect Size and Practical Significance

The coefficient of determination ( $R^2 = 0.658$ ) indicated that approximately 65.8% of the variation in summary writing ability was attributable to reading interest at home. This substantial effect size suggests that reading interest is a major factor affecting summary writing proficiency. The remaining 34.2% of the variance in summary writing ability reflects the influence of other factors, including vocabulary mastery, prior writing instruction, cognitive abilities, motivational factors, home environmental support for writing, teacher instructional quality, and student effort and practice engagement.

These findings provide strong empirical support for theoretical models that posit reciprocal relationships between reading and writing competencies. The very strong positive correlation ( $r = 0.811$ ) aligns with prior research establishing that competent readers typically become writers. The magnitude of this correlation exceeds correlations typically reported for reading interest with other academic outcomes, suggesting particularly strong relationship between reading engagement and summary writing proficiency.

Several mechanisms may explain this relationship. First, extensive reading exposure provides students with diverse examples of how writers organize and present information, offering implicit instruction on information extraction and synthesis. Second, reading builds vocabulary and linguistic resources that are essential for expressing summarized content. Third, active reading engagement cultivates comprehension abilities and analytical thinking directly applicable to identifying main ideas and synthesizing information—core summary writing requirements. Fourth, students with established reading habits demonstrated greater comfort with the text, reduced cognitive load during comprehension and enabled focus on composition quality.

Beyond the quantitative findings, observations during the data collection yielded relevant insights. Students reporting high reading interest demonstrated notably greater confidence when approaching summary writing tasks, requiring less teacher assistance in identifying main ideas. These students typically produced summaries with clear organizational structures and varied vocabulary. By contrast, students with low reading interest frequently struggle to identify essential information, produce disorganized summaries, and use restricted vocabulary in their compositions. This pattern suggests that reading interest predisposes students to successful summary performance through both skill development and attitudinal factors.

These findings are consistent with those of previous studies. A study of fifth-grade students at multiple elementary schools found a correlation of 0.78 between reading interest and narrative writing ability. Research examining both vocabulary mastery and reading interest in relation to narrative writing has identified reading interest as contributing approximately 58% of the variance. The present study's findings of  $r = 0.811$  with  $R^2 = 65.8\%$  represent a somewhat stronger relationship than some prior work, possibly reflecting summary writing's particular dependence on reading comprehension skills compared to narrative writing, which permits greater creative imagination. This distinction suggests that reading interest may be particularly predictive of skills that require direct information extraction rather than imaginative production.

### D. Discussion

In this research, conducted at the UPT SD Negeri 060819 Medan, the researcher was interested in examining the correlation between students' reading interest at home and their ability to write summaries. The following is an explanation presented by the author, based on the research results.

Home Reading Interest of Fifth-Grade Students at UPT SD Negeri 060819 Medan, 2025-2026 Academic Year

The data analysis results indicate that the reading interest of fifth-grade students at UPT SD Negeri 060819 Medan was generally categorized as good. This is evident from the highest frequency (44%) of students in the good category. This finding indicates that most students at this school are aware of the importance of reading, which is a crucial foundation in the learning process. The importance of reading for students is not only limited to expanding knowledge but also as an essential means of discovering new ideas and developing thinking, which in turn significantly supports writing skills (LIJUAN, 2025).

This strong interest in reading can be explained by several indicators, as suggested by Taufan:

- a) enjoyment of reading,
- b) awareness of the benefits of reading, and
- c) frequency of reading.

A supportive school environment, such as the provision of an adequate library, also contributes to facilitating and fostering student interest in reading. As Irwan stated, access to a variety of reading materials, supported by the active role of librarians and teachers who understand children's literacy needs, is crucial for fostering interest in reading. Dewa's research also supports this argument, stating that teachers' efforts to provide a variety of reading materials are effective in increasing student interest. Although the majority of students demonstrated a strong interest in reading, this study also found that there were groups of students (36% in the poor category and 4% in the very poor category) whose reading interests remained low. This suggests that, despite the diversity of interests among students, reading should be a universal habit, given its role as the "heart of education. (Furbani, 2025)"

Summary Writing Skills of Fifth-Grade Students at UPT SD Negeri 060819 Medan, Academic Year 2025-2026

Data analysis of fifth-grade students' summary writing skills at UPT SD Negeri 060819 Medan showed that these skills are in the good and adequate categories, with a balanced frequency of 40% each. This finding indicates that the majority of fifth-grade students at UPT SD Negeri 060819 Medan had adequate skills in summarizing information. This is evident in the students' ability to pay attention to important aspects, such as correct spelling, the use of appropriate language style, and the development of creative story ideas in their summaries. In the test, students demonstrated freedom in choosing characters and settings when developing summaries based on images, reflecting their creativity (Samsudin, 2024).

According to Munirah, the indicators for assessing summary writing skills include:

- a) content,
- b) organization,
- c) grammar,
- d) vocabulary, and
- e) spelling and punctuation.

Writing skills, including summarizing, are not instantaneous abilities but require continuous practice and stimulation. Reading is one of the most effective ways to stimulate writing skills. This aligns with Daniati's view that improving summary writing skills can be achieved by increasing students' vocabulary mastery and interest in reading. Regular writing habits also played a significant role in honing these skills. Students who are skilled in writing often produce neat and well-structured writing. However, this study also identified that students in the "poor" and "very poor" categories generally face difficulties developing ideas from images into coherent summaries. Furthermore, they encountered problems with messy spelling and unclear writing skills. Researchers have even noted that some students still struggled to differentiate between sentences and paragraphs, requiring further clarification. Writing is often categorized as a complex and challenging skill therefore, its understandable that students require more time to complete tasks related to summary writing. 3. Correlation of students home reading interest and summary writing skills by fifth grade students at UPT SD Negeri 060819 Medan in the 2025-2026 Academic Year (Bandalaria, 2025).

A significance test was conducted by comparing the calculated  $r$  value with the  $r$  table to determine whether there was a significant relationship between students home reading interest and summary writing skills. Based on the correlation test results, the calculated  $r$  value was 0.811, whereas the table value for the coefficient of determination ( $R^2$ ) for a sample of 25 students at a 5% significance level was 0.396. Because the calculated  $r$  value (0.811) is greater than the  $r$  table (0.396), that is  $0.811 > 0.396$ , the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. This clearly confirms the existence of a positive and significant relationship between fifth grade students' interest in reading at home and their ability to write summaries at UPT SD Negeri 060819 Medan.

The strength of this relationship, as measured by the coefficient of determination ( $R^2$ ), is 65.77%. This figure indicates that 65.77% of the variation in students' ability to write summaries can be explained by variations in

their interest in reading, whereas the remaining 34.23% is influenced by other factors not examined in this study. Based on the guidelines for interpreting correlation coefficients, a correlation value of 0.811 was categorized as a strong relationship.

These results align closely with research conducted by Mugi, who also found that the higher a student's interest in reading, the higher their writing skills, and vice versa. This positive correlation can be explained by considering the various benefits of reading, as conveyed by Sukino: reading helps students obtain ideas to express in writing, provides an overview of writing or storytelling styles, and increases sensitivity to language taste, vocabulary richness, and language structure. Researchers have also observed that students who are not yet fluent in reading tend to show poor summary results, further strengthening the close correlation between reading and writing skills. Thus, it can be concluded that a high interest in reading is an important asset for students to develop their ability to write effective and high-quality summaries.

#### IV. CONCLUSIONS

This investigation established a statistically significant, very strong positive correlation ( $r = 0.811$ ,  $p = 0.001$ ) between fifth-grade students home reading interest and their summary writing ability. The findings indicate that approximately 66% of the variation in summary writing proficiency can be explained by reading interest. These results support the conclusion that students demonstrating higher reading engagement at home exhibit a correspondingly better capacity for written summary production. The substantial strength of this relationship underscores reading interest as a primary factor that influences summary writing development. Educational implications are clear: systematic efforts to cultivate reading interest in home and school environments warrant substantial priority, given the demonstrated predictive relationship to writing achievement. Interventions targeting reading engagement, including home reading promotion, parent involvement initiatives, attractive classroom libraries, and teacher modeling of reading appreciation, represent high-leverage approaches to writing skill development. Future research should examine the mechanisms through which reading interest influences writing proficiency, and investigate interventions specifically designed to enhance reading engagement as a pathway to improve writing outcomes.

#### Funding Statement

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#### Ethical Compliance

All procedures performed in this study involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

#### Data Access Statement

A Data Access Statement is a section in a scientific publication or research report that explains how the data used or generated in a study can be accessed by readers or other researchers. This statement aims to promote transparency, support research reproducibility, and comply with open access policies, where applicable.

Common Elements in a Data Access Statement:

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  - "The data supporting this study are openly available in Zenodo at [DOI:10.xxxx/zenodo.xxxx]."
2. Restricted Data:
  - "The data that support the findings of this study are available upon request from the corresponding author. Due to privacy concerns, the data are not publicly available."
3. No Data Available:
  - "No datasets were generated or analyzed during the current study."
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- "The data supporting this study are available under restricted access and can be obtained upon reasonable request to the corresponding author and with the permission of the ethics committee."

Purpose of a Data Access Statement:

- Reproducibility: Enables other researchers to replicate or verify the findings.
- Collaboration: Encourages further collaboration by sharing data.
- Compliance: Adheres to the policies of funding agencies or journals that require open access to data.

### Conflict of Interest Declaration

The authors declare that they have no affiliations with or involvement in any organization or entity with any financial interest in the subject matter or materials discussed in this manuscript.

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