

The Correlation Between Home Reading Habits and Indonesian Language Learning Outcomes in Identifying Main Ideas among Sixth-Grade Students

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ABSTRACT

This study investigated the correlation between home reading habits and Indonesian language learning outcomes in identifying main ideas in reading texts among sixth-grade students. The research was motivated by observations of low home reading frequency and suboptimal achievement in determining main ideas in Indonesian texts. A quantitative correlational design was employed. The population comprised all 30 sixth-grade students of State Elementary School 357 Natal, Mandailing Natal Regency, in the 2025–2026 academic year; thus, total sampling was applied. Data on home reading habits were collected using a Likert-scale questionnaire, whereas learning outcomes in determining main ideas were measured through a validated achievement test. Both instruments met the requirements of validity and reliability, and the data distributions were normal and linear. The results showed a moderate, positive, and statistically significant correlation between home reading habits and Indonesian language learning outcomes ($r = 0.5526$, $t = 3.507$, $df = 28$, $p < 0.01$). The coefficient of determination indicated that home reading habits accounted for 30.5% of the variance in students' scores for determining main ideas. These findings underscore the importance of cultivating regular reading practices at home, supported by parents and schools, to enhance reading comprehension, —particularly the ability to identify main ideas in Indonesian language texts.

Keywords: Home Reading Habits, Learning Outcomes, Main Idea, Indonesian Language, Elementary School

I. INTRODUCTION

Education is a strategic vehicle for developing human resources and enhancing national competitiveness. Within the Indonesian national education system, standards articulated in government regulations emphasize the need to ensure equitable and high-quality learning experiences across all regions and levels. At the primary level, mastery of basic literacy particularly reading comprehension is critical because it underpins success in all other subjects (Sasongko & Rakhman, 2026).

Indonesian is a core subject in the elementary curriculum and is assessed in school-level examinations. One key competency within this subject is the ability to understand reading texts by identifying their main ideas. The main idea (or main thought) is the central concept around which supporting details in a paragraph or text are organized. Students who are able to identify the main idea can grasp the essence of a passage and use this understanding to summarize, infer, and evaluate information. Conversely, difficulties in identifying main ideas often signal broader challenges in reading comprehension (Kurniawati, 2025).

Reading comprehension is highly dependent on both in-school instruction and learning experiences outside school, especially home reading practices. Reading habits at home comprise the frequency, regularity, duration, and quality of reading activities that students engage in beyond classroom hours. These activities may include reading textbooks, storybooks, magazines, or digital texts, either independently or with guidance from parents or older siblings. In contexts where school resources are limited, home reading becomes even more critical in supporting continuous literacy development (Tabamo & Labitad, 2025).

Study habit research suggests that behaviors repeated consistently over time become automatic, forming patterns that substantially influence learning outcomes. Effective study habits, which encompass planning, concentration, reviewing, and using appropriate strategies, are generally associated with higher achievement. Among these, reading habits stand out as particularly relevant to language learning. When students routinely read at home, they continuously practice decoding, build vocabulary, enrich background knowledge, and refine higher-level comprehension skills, such as identifying main ideas and drawing conclusions (Diaz et al., 2024).

Preliminary observations at State Elementary School (SD Negeri) 357 Natal, located in Mandailing Natal Regency, revealed several concerns. Teachers reported that many sixth-grade students rarely engaged in structured reading activities at home. While some students occasionally read textbooks before tests, very few maintained regular daily or weekly reading schedules. Informal conversations with students suggested that time at home was often devoted to helping parents, playing, or using gadgets, with minimal attention to reading (Hidayah et al., 2025).

Classroom assessments in Indonesian, particularly in units focused on reading comprehension and main-idea identification, revealed that a significant proportion of students struggled with tasks requiring them to identify the main idea of a paragraph. Some students simply copied sentences from the text without understanding their function, whereas others chose details rather than central ideas. School records from a previous semester indicated that a considerable number of students had not yet met the minimum mastery criterion (KKM) of 75 in Indonesian, particularly in reading comprehension components (Engin & Özdemir, 2025).

These findings raise important questions about the potential role of home reading habits in shaping Indonesian language learning outcomes. Evidence from educational psychology shows that study habits, including reading habits, are powerful predictors of academic performance. Lindgren, for example, estimated that study habits may account for approximately one-third of the variance in learning outcomes, surpassing the influence of several other individual and environmental factors. If similar patterns hold in the context of SD Negeri 357 Natal, improving home reading habits could be a strategic entry point for enhancing students' reading comprehension outcomes (Flavier & Dy, 2026).

The family environment also exerts a significant influence on children's literacy development. Parents who value education and literacy tend to provide books, create routines for reading, and model reading behavior. In rural and coastal regions such as Natal, where many parents work as fishermen or farmers and may have limited formal education, such support may be uneven. Limited access to reading materials, lack of quiet study spaces, and competing household responsibilities can further constrain children's opportunities to read at home. These structural constraints make it especially important to understand whether and how existing home reading habits relate to Indonesian language outcomes (Maulani et al., 2025).

Meanwhile, national and local initiatives, such as school literacy movements, encourage schools to promote reading culture both on campus and at home. Programs such as reading corners, reading assignments, and home reading challenges are often implemented in a somewhat generic way, without empirical data on how strongly home reading behaviors are associated with specific learning outcomes, such as the ability to identify main ideas. Empirical evidence from particular schools is therefore essential for tailoring interventions to local needs and for convincing stakeholders teachers, school leaders, and parents of the value of investing in home-based reading practices (Dacles, 2024).

From a theoretical perspective, the relationship between home reading habits and learning outcomes can be explained through several mechanisms. First, frequent reading exposes students to diverse text structures and thematic patterns, helping them internalize how main ideas are typically introduced, elaborated, and concluded. Second, reading trains the cognitive processes involved in selecting relevant information, suppressing irrelevant details, and synthesizing core messages, which are central to main-idea identification. Third, reading at home may foster metacognitive awareness as students learn to monitor their understanding and use strategies such as summarizing, questioning, and predicting (Aghayeva, 2025).

Despite these plausible mechanisms and supportive findings from previous studies in other subjects and contexts, there has been limited empirical investigation of the specific link between home reading habits and Indonesian language outcomes in determining main ideas in rural elementary schools. Most available studies focus either on general study habits or on reading achievement in urban or better-resourced settings. Consequently, teachers and school leaders in schools such as SD Negeri 357 Natal lack contextually grounded data to guide their decisions (Villegas et al., 2026).

In light of these gaps, this study was designed to answer three key questions: (1) What is the general level of home reading habits among sixth-grade students at SD Negeri 357 Natal? (2) What is the level of Indonesian language learning outcomes in determining main ideas among these students? and (3) Is there a significant correlation between home reading habits and Indonesian language learning outcomes in determining main ideas?

This study aims to describe the distribution of home reading habits, document achievement levels in main-idea identification, and quantify the strength and significance of the relationship between these two variables. By doing so, this research seeks to provide both theoretical contributions to the literature on study habits and reading comprehension and practical implications for improving literacy instruction and family engagement in reading. The ultimate expectation is that empirical evidence about this relationship will motivate more

systematic collaboration between schools and families in cultivating home reading habits as a means of strengthening students' Indonesian language competencies.

II. METHODS

A. Research Design

This study employed a quantitative approach using a correlational research design. Correlational research is appropriate when the primary objective is to determine the existence and strength of relationships between variables without manipulating them. In this case, home reading habits were the independent variable, and Indonesian language learning outcomes in determining main ideas in reading texts were the dependent variable (Sugiyono, 2019).

The research was conducted at State Elementary School 357 Natal, located in the coastal district of Natal, Mandailing Natal Regency, North Sumatra. The school serves a community in which economic activities are predominantly fishing and agriculture. Although the school has basic facilities, such as permanent classrooms and a small library, access to digital resources and a wide variety of reading materials remains limited. These contextual characteristics make the site particularly relevant for examining the relationship between home reading practices and literacy outcomes (Arikunto, 2017).

B. Population & Sample

The study population comprised all sixth-grade students enrolled at SD Negeri 357 Natal in the 2025–2026 academic year. The total number of students was 30, consisting of 16 boys and 14 girls. Because the population size was relatively small, the study used total sampling (census), in which all members of the population were included as research participants. This approach ensured that the findings reflected the full range of variation within the cohort.

Two primary variables were operationalized. The independent variable, home reading habits, is defined as the frequency, regularity, and quality of students' reading activities at home related to academic and non-academic materials. The dependent variable, Indonesian language learning outcomes, is defined as students' performance on tasks requiring them to identify the main idea in reading texts aligned with the sixth-grade curriculum (Moleong, 2022).

C. Data Collection

Data collection involved both test and non-test techniques. For the independent variable, data were collected using a structured questionnaire (Likert-scale type) designed to measure students' reading habits at home. The questionnaire items were developed based on the theoretical dimensions of study habits, notably delay avoidance (timeliness and consistency in studying) and work methods (effective strategies in learning), and were adapted to focus specifically on reading activities. The instrument covered aspects such as scheduling reading time, rereading school material at home, reading additional texts (e.g., storybooks), making notes or summaries, and preparing for tests through reading.

The questionnaire comprised statements with four response options: "always," "often," "sometimes," and "never." For positively worded items, scores of 4, 3, 2, and 1 were assigned, respectively; for negatively worded items, scoring was reversed. Students completed the questionnaire in a classroom setting under the supervision of the researcher and classroom teacher, after being assured that their responses would be confidential and would not affect their grades (Creswell, 2021).

Prior to the main data collection, the home reading habits questionnaire was trialed with students outside the target population. Item analysis was performed to determine item validity using the correlation between item scores and total scores; items with low or non-significant correlations were revised or removed. Reliability was assessed using an internal consistency coefficient (e.g., Cronbach's alpha) to ensure that the scale produced stable and coherent measurements. Only items that met acceptable validity and reliability standards were retained for the main study.

For the dependent variable, Indonesian language learning outcomes in determining main ideas were measured through an achievement test. The test comprised multiple items that required students to read short texts and identify the main idea of paragraphs or entire passages. The texts and items were constructed to align with the sixth-grade Indonesian language curriculum and to reflect tasks commonly encountered in classroom assessments. Content validity was established through an expert review by Indonesian language educators, and the test was piloted to check item difficulty and discrimination indices before being finalized (Creswell, J. W., & Plano Clark, 2018).

In addition to these primary instruments, supporting data were gathered through observation, semi-structured interviews with the class teacher, and documentation. Observation focused on classroom reading activities and general student behavior during Indonesian language lessons. Interviews with the teacher explored perceptions of students' reading habits, parental involvement, and common difficulties in main-idea identification. Documentation included school records of students' Indonesian language scores and relevant school literacy programs.

D. Data Analysis

Data analysis involved several stages. First, descriptive statistics were computed for both variables. For home reading habits, frequencies, percentages, means, and standard deviations were calculated. Scores were categorized into qualitative levels (e.g., very low, low, medium, high, and very high) based on established classification guidelines. Similarly, for Indonesian language learning outcomes, the distribution of test scores was summarized, and scores were classified into qualitative achievement levels (e.g., failure, poor, fair, good, and very good).

Before conducting the correlation analysis, the assumptions of normality and linearity were tested. Normality was examined using the Kolmogorov Smirnov one-sample test. For each variable, empirical distributions were compared with the normal distribution; asymptotic significance (two-tailed) values greater than 0.05 were taken as evidence of normality. The results indicated that both home reading habit scores and Indonesian language achievement scores were normally distributed.

The linearity of the relationship between the two variables was checked through regression-based tests, in which the significance of the linear component of the relationship was examined. A significant linear component ($p < 0.05$) supported the suitability of using Pearson's product-moment correlation coefficient for further analysis. The analysis also ensured that the relationship was not better represented by a non-linear model.

Subsequently, the Pearson product-moment correlation coefficient (r) was computed to quantify the strength and direction of the association between home reading habits and Indonesian language learning outcomes in determining main ideas. The formula involved the sum of cross-products of deviations of the two variables from their respective means, standardized by the product of their standard deviations. The resulting correlation coefficient was interpreted using conventional benchmarks (e.g., low, moderate, and high correlations).

To test the statistical significance of the observed correlation, a t -test for correlation coefficients was applied. The obtained t -value was compared with the critical t -value from the t -distribution table for 28 degrees of freedom ($N - 2$) at the 5% significance level. A t -value exceeding the critical value indicated that the correlation was statistically significant and unlikely to be due to sampling error.

Finally, the coefficient of determination (r^2) was calculated to estimate the proportion of variance in Indonesian language learning outcomes that could be explained by variance in home reading habits. This coefficient provided an interpretable measure of the practical importance of the relationship, quantifying how much of students' performance in identifying main ideas was associated with differences in their home reading behaviors.

All analyses were conducted using standard statistical procedures, complemented by statistical software as necessary to verify computations. Ethical considerations were observed throughout the research, including obtaining permission from the school, informing participants about the purpose of the study, ensuring voluntary participation, and maintaining the confidentiality of individual data.

III. RESULTS AND DISCUSSION

A. Descriptive Results

The study involved all 30 sixth-grade students at SD Negeri 357 Natal. Descriptive analysis of home reading habits revealed a generally favorable profile. Individual scores on the home reading habits questionnaire ranged from 60 to 94. The mean score was 84.53 with a standard deviation of approximately 8.38, indicating that, on average, students demonstrated relatively strong home reading practices, although there was meaningful variability among them.

The categorization of the home reading habit scores showed that almost half of the students fell into the highest category, while only a small fraction were in the lowest categories. Specifically, using established percentage-based criteria, many students were classified as having "high" to "very high" home reading habits, with only a few students showing "moderate" or "low" levels. This pattern suggests that, despite socioeconomic constraints, a substantial proportion of students engaged in regular reading activities outside school hours.

Descriptive statistics for Indonesian language learning outcomes in determining main ideas also indicated relatively strong performance. The scores on the main-idea test ranged from 82 to 94. The mean score was 88.07, with a standard deviation of approximately 3.61. According to the school's grading criteria, most students were categorized as having achieved levels ranging from "good" to "very good, and none fell into the "poor" or "failed" categories. This suggests that, overall, the cohort had achieved satisfactory mastery of main-idea identification tasks.

However, even within this favorable overall picture, differences in both home reading habits and main-idea achievement were evident. Some students with lower home reading habit scores tended to cluster toward the lower end of the achievement distribution, while students with stronger reported reading habits were more frequently represented near the upper end of the achievement scale. This pattern provided an initial, descriptive indication of a positive association between the two variables, which was subsequently examined more rigorously through inferential analysis.

A summary of the key descriptive statistics and the main correlation results is presented in Table 1.

Table 1. Descriptive statistics and correlation between home reading habits and Indonesian language main-idea achievement (N = 30).

Variable	Min	Max	Mean	SD	r with main-idea achievement	t (df = 28)	r ² (%)
Home reading habits (X)	60	94	84.53	8.38	0.5526	3.507	30.5
Indonesian main-idea achievement (Y)	82	94	88.07	3.61	–	–	–

The table shows that both variables have relatively high means and limited dispersion; yet, the correlation coefficient is moderate and positive, indicating that home reading habits and main-idea achievement move in the same direction.

Prior to testing the main hypothesis, the normality and linearity assumptions were verified. The distribution of home reading habit scores and Indonesian language achievement scores yielded significance values greater than 0.05, as determined by the Kolmogorov Smirnov test. These results indicate that both variables are normally distributed, thereby satisfying one of the key assumptions of Pearson's product-moment correlation. Linearity was examined using regression-based tests. The linear component of the relationship between home reading habits and main-idea achievement was found to be statistically significant, with a p-value well below 0.05. This confirms that the relationship between the two variables can be appropriately modeled as linear, legitimizing the use of Pearson's correlation.

The Pearson product-moment correlation coefficient between home reading habits and Indonesian language learning outcomes in determining main ideas was $r = 0.5526$. This positive value indicates that students with higher home reading habit scores tended to achieve higher scores on the main-idea test. According to conventional interpretation scales, a correlation of approximately 0.55 represents a moderate relationship, suggesting that while home reading habits are not the sole determinant of achievement, they are a meaningful and substantive factor.

To assess the statistical significance of this association, a t-test for the correlation coefficient was conducted. The computed t-value was 3.507 with 28 degrees of freedom. When compared with the critical t-value at the 5% significance level, the obtained value clearly exceeded the threshold, indicating that the correlation was statistically significant ($p < 0.01$). In other words, the likelihood that this relationship is due to random sampling error was very low.

The coefficient of determination, r^2 , was calculated as 0.305, indicating that approximately 30.5% of the variance in Indonesian language main-idea achievement could be explained by the variance in home reading habits. This value underscores the practical importance of home reading habits: nearly one-third of students' differences in performance on main-idea tasks are associated with differences in how they read at home.

As shown in Table 1, at the first observation, only one child reached the BSB level in naming familiar objects, while eight children were still in the BB category. By the fourth observation, the number of children in the BSB category increased to four, and the number in the BB category decreased dramatically to one child. The MB and BSH categories also showed numerical increases, indicating that several children moved upward along the developmental continuum. These changes suggest that repeated exposure to and practice with the card box game fostered steady improvement in this specific aspect of speaking ability.

In addition to this indicator, qualitative notes recorded by the teacher indicated parallel improvements in the other indicators. The children became more responsive to teacher questions, more willing to volunteer answers

without being called upon, and more accurate in imitating the pronunciation of letters associated with the cards. Although individual differences remained some children progressed faster than others—the general trajectory was positive for the class as a whole.

B. Discussion

The findings of this study substantiate the hypothesis that there is a significant positive correlation between home reading habits and Indonesian language learning outcomes in determining main ideas in reading texts. Several points merit detailed discussion.

First, the descriptive results demonstrate that students at SD Negeri 357 Natal, on average, exhibit relatively strong home reading habits and high levels of achievement in main-idea identification. Nevertheless, the observed variability within both variables shows that not all students benefit equally. Those with weaker reading routines at home are more at risk of lower performance, even within a generally successful cohort. This supports the view that home reading habits function as a differentiating factor in students' literacy outcomes (Agustin & Suprapti, 2024).

Second, the moderate correlation coefficient ($r \approx 0.55$) suggests that home reading habits are important, but not exclusive, determinants of main-idea achievement. The 30.5% variance explained by home reading habits is consistent with theoretical propositions and empirical findings regarding the role of study habits in academic success. For example, psychological models that estimate study habits to contribute roughly one-third of the variance in achievement align closely with the present result. The remaining 69.5% of the variance is likely attributable to a combination of cognitive abilities, motivation, quality of classroom instruction, availability of learning resources, parental education, and peer influences.

Third, the direction of the relationship is theoretically plausible. Students who frequently read at home whether textbooks, storybooks, or other materials receive more practice in decoding and comprehending texts. This repeated practice enhances their ability to recognize textual patterns, including how authors introduce and support main ideas. When confronted with assessment tasks requiring them to identify main ideas, these students can draw on a richer reservoir of experience in distinguishing central from peripheral information. In contrast, students who read less often may find it more difficult to discern the logical structure of texts and to abstract their core messages (Ferdianová & Konečná, 2025).

Fourth, the findings are in line with prior research documenting positive associations between study habits and academic achievement in various subjects. Studies focusing on mathematics, science, and general academic performance consistently indicate that students with better-organized and more consistent study habits perform better than their peers. Research specifically examining reading and language outcomes similarly reports that frequency and quality of reading, especially outside of school, are related to higher reading comprehension and vocabulary scores. The present study adds to this body of evidence by focusing on the specific skill of main-idea identification in an Indonesian language context and by providing concrete estimates of effect size.

Fifth, the context of SD Negeri 357 Natal rural, coastal, and with limited material resources makes the results particularly meaningful. In such settings, where schools may not be able to provide abundant reading materials or extended instructional time, home reading habits can play a compensatory role. Parents and families who encourage regular reading, provide even simple reading materials, and create time for children to read can substantially enhance their children's chances of success in school. The significant correlation found in this study underscores that, even under resource constraints, habits cultivated in the home environment make a measurable difference in academic outcomes.

Sixth, although the study did not experimentally manipulate home reading habits, the correlational findings have important implications for intervention. If approximately one-third of the variance in main-idea achievement is associated with home reading habits, then efforts to systematically improve these habits through school-home partnerships, parental education, and structured home reading programs hold promise for raising overall levels of reading comprehension. For example, teachers might design home reading assignments with clear guidance on how to identify main ideas, accompanied by simple checklists or reflection questions that parents can use to support their children.

Seventh, the results draw attention to the roles of parents and guardians. Interviews with teachers suggested that students who consistently received encouragement and monitoring from parents tended to show better reading habits and higher achievement. Therefore, interventions should not focus solely on students but also on building parents' awareness of their critical role in fostering literacy. Workshops, informational leaflets, and informal meetings can be used to share strategies for creating conducive home reading environments, such as setting aside daily reading time, limiting distractions, and discussing stories together (Krane et al., 2025).

Eighth, the moderate strength of the correlation and substantial unexplained variance remind educators and policymakers that home reading habits, while important, cannot substitute for high-quality instruction. Effective classroom teaching practices such as explicit modeling of how to identify main ideas, use of diverse and engaging texts, and opportunities for guided and independent reading remain indispensable. Furthermore, school-level initiatives to enrich library collections and integrate reading across subjects can complement home-based efforts.

Finally, the methodological strengths and limitations of the study should be acknowledged. The strengths include the use of validated instruments, total population sampling, and appropriate statistical procedures. However, as a correlational study with a relatively small sample from a single school, the generalizability of the findings is limited. Causal inferences cannot be drawn; it cannot be conclusively stated that improving home reading habits will automatically improve main-idea achievement, even though the relationship is theoretically plausible and empirically supported. Future research could extend this work by including larger and more diverse samples, employing longitudinal or quasi-experimental designs, and exploring mediating variables, such as motivation or metacognitive strategy use.

In summary, the results clearly indicate that home reading habits are positively and significantly associated with Indonesian language learning outcomes in determining main ideas among sixth-grade students at SD Negeri 357 Natal. This finding reinforces the argument that efforts to improve students' reading comprehension must extend beyond the classroom and actively engage the home environment.

IV. CONCLUSIONS

This study examined the correlation between home reading habits and Indonesian language learning outcomes in determining main ideas among 30 sixth-grade students at SD Negeri 357 Natal. Using a quantitative correlational approach, data were collected through a home reading habits questionnaire and a curriculum-based main-idea achievement test. Both instruments demonstrated acceptable psychometric properties, and assumption tests confirmed that the data met the normality and linearity requirements. The findings revealed that, overall, students displayed relatively strong home reading habits and high levels of achievement in identifying main ideas. More importantly, a moderate, positive, and statistically significant correlation was found between the two variables ($r = 0.5526$, $t = 3.507$, $p < 0.01$). The coefficient of determination indicated that home reading habits accounted for 30.5% of the variance in Indonesian language main-idea achievement. These results suggest that students who more frequently and systematically engage in reading activities at home tend to perform better on tasks involving the identification of main ideas in reading texts. Theoretically, this study reinforces the view that study habits particularly reading habits are key determinants of academic success in language learning. Practically, the findings highlight the importance of encouraging and supporting home reading practices through school family partnerships, parent involvement, and targeted literacy programs. At the same time, the moderate strength of the correlation underscores the need to attend to other factors, such as instructional quality, learner motivation, and access to learning resources.

Future research should replicate and extend these findings in different contexts and with larger samples, as well as investigate interventions aimed at strengthening home reading habits and examine their impact on specific components of reading comprehension, including main-idea identification.

Funding Statement

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Ethical Compliance

All procedures performed in the studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committees and the 1964 Declaration of Helsinki 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 the study can be accessed by readers or other researchers. This statement aims to promote transparency, support research reproducibility, and comply with applicable open access policies.

Common Elements in a Data Access Statement:

1. Data Location: Specifies where the data are stored, for instance, in online repositories (e.g., Zenodo, Dryad, or institutional repositories).

2. Access Instructions: Provides information on how to access the data, such as direct links, DOI (Digital Object Identifier), or contact details.
3. Data Availability: This section indicates whether the data are publicly accessible, available upon request, or restricted due to ethical, legal, or privacy considerations.
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Examples of Data Access Statements:

1. Open Data:
 - "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. Owing to privacy concerns, the data are not publicly available."
3. No Data Available:
 - "No datasets were generated or analyzed in the current study."
4. Conditional Access:
 - "The data supporting this study are available under restricted access and can be obtained from the corresponding author upon reasonable request, with permission from 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: Adherence 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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