Teachers' Linguistic Strategies to Improve Elementary Students' Reading Interest

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Article Info	Abstract
	This study aims to explore the factors contributing to low reading interest and teachers' efforts to address it among elementary school students. This study uses a qualitative research method. Data collection techniques include questionnaires, interviews, and documentation. Data analysis techniques involve three components: data reduction, data presentation, and conclusion. The results of the study show that low reading interest among students is caused by factors originating within students and those from the surrounding environment. The role of teachers in overcoming low reading interest includes developing engaging, interactive learning media and methods, creating a learning environment that supports literacy, and providing access to a variety of reading materials. In addition, teachers motivate students by emphasizing the benefits of reading, giving rewards, and instilling reading habits from an early age. Students' reading abilities are evaluated through exercises, assignments, and presentations. Meanwhile, literacy habits are reinforced through school programs, library visits, and parent collaborations. In conclusion, both schools share similarities in their efforts to address low reading interest, but use strategies tailored to the characteristics and needs of each school. *This is an open-access article under the CC BY-SA license.*

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INTRODUCTION

Reading ability significantly influences a person's mastery of basic knowledge, as reading fluency is strongly correlated with reading comprehension. Research shows that fluency in basic reading skills, such as reading at grade level and word recognition, is closely related to prosody and reading comprehension (Sabatini et al., 2019). Reading ability in children does not arise naturally or is directly inherited from parents; rather, it is acquired through a continuous learning process (Cahyani et al., 2022). Reading skills are also considered a fundamental ability, key to mastering other skills, including information acquisition, intellectual development, and improved critical thinking (Luo, Y., 2025). Therefore, mastery of reading literacy skills needs to be instilled

and developed from an early age. This view is reinforced by findings indicating that every child's innate potential for reading, if optimally developed, can support their success in living a better life.

Students who cannot read well will tend to experience difficulties in the learning process. Reading difficulties in the early stages can hinder the learning process, thereby impacting student achievement and learning outcomes. Other impacts of low reading skills include difficulty in understanding learning materials and delays in completing tasks when compared to students who are fluent readers. In addition, low reading skills can reduce students' self-confidence and hinder their active participation in the learning process.

The Programme for International Student Assessment (PISA) results indicate that Indonesian students' reading proficiency remains comparatively low relative to students in other countries. Although Indonesia improved its ranking by five places in 2022 compared to 2018, its reading literacy score remains below both the Organization for Economic Co-operation and Development (OECD) average and the global average. Furthermore, Indonesia's reading literacy score declined from 379 in 2018 to 359 in 2022 (OECD, 2023). These findings highlight Indonesia's challenges in meeting global standards for reading skills.

In addition to low reading achievement, Indonesia also faces serious challenges related to public interest in reading. UNESCO data from 2019 indicate that only 0.001% of Indonesia's population is interested in reading, placing the country among the lowest in the world (Anisa et al., 2021). Similarly, a study by Central Connecticut State University ranked Indonesia 60th out of 61 countries in terms of reading interest (J. W. Miller & McKenna, 2016). This situation has led to an emphasis on a culture of reading among all Indonesians, especially students. In this, the teacher's role is needed to increase students' reading interest.

Reading interest among Indonesians, especially among students, has been exacerbated by the COVID-19 pandemic. This has caused the Indonesian education system to shift from face-to-face learning to online learning. Online learning has made it difficult for teachers to directly monitor students' reading activities. Furthermore, teachers were affected by the uncertainty surrounding various events, requiring them to quickly adjust their teaching methods, including their teaching style, delivery of materials, and overall learning process (Amate et al., 2021). This situation was exacerbated by various obstacles, such as teachers' limited access to free e-book sites and some parents' low technological literacy in accessing the e-books recommended by teachers.

Therefore, students often feel bored and frustrated during online learning due to a lack of variety in learning applications and low student engagement. This contributes to the decline in students' motivation and interest in reading (Akpen et al., 2021).

Previous studies have shown that low reading interest among students is influenced by various interrelated factors. The results of a study by Dewani et al. (2025) suggest that reading motivation and attention levels during reading are important indicators that significantly influence reading literacy skills, with higher motivation and attention associated with better reading literacy skills. Meanwhile, research by Hasibuan et al. (2024) indicates that low reading interest is also influenced by pedagogical and institutional factors, including teachers' limited understanding of literacy strategies, a lack of reading materials, and insufficient support from schools and parents. In the context of Society 5.0, the landscape becomes increasingly intricate as students face the pressures of an 'instant culture' and intensive gadget usage. This environment reveals a significant

gap in digital literacy, specifically regarding the ability to discern high-quality literature and utilize technology ethically and strategically. Therefore, Marmoah et al. (2022) emphasize the importance of managing literacy culture by strengthening the strategic role of teachers and schools in creating a literate environment through the provision of reading facilities, habitual literacy activities, and sustainable school policy support to increase students' interest and reading skills. Contextual, enjoyable, and relevant literacy approach that aligns with students' experiences and is more effective at addressing literacy challenges across various learning conditions.

Although previous studies have examined various factors and strategies to increase students' interest in reading, most still focus on specific aspects or contexts separately. Therefore, this study offers something new by examining reading interest through a broader scope, namely by comparing two elementary schools with different characteristics: public and private schools. Based on this background, this study aims to describe the factors contributing to low reading interest among students and the efforts teachers make to increase it in public and private elementary schools in Surakarta. This study is important, as low reading interest among the younger generation has the potential to negatively impact the quality of human resources and the nation's and state's progress.

METHOD

This study uses a qualitative approach. Qualitative research is a method for exploring and understanding the meanings individuals or groups give to a social or human issue (Creswell, 2014). The research design used in this study is phenomenological. This study employs a phenomenological approach to explore teachers' lived experiences in addressing the challenge of low reading interest among elementary school students. The focus is on elementary school teachers with direct experience in this challenge. This focus enables the study to capture the essence of teachers' experiences, perceptions, and strategies as they occur in real classroom contexts.

Data were collected from primary and secondary sources. Primary sources were obtained through questionnaires and structured interviews with teachers and upper-grade students. Meanwhile, secondary sources were obtained from the questionnaire documentation. The population for this study was upper-grade elementary school students in Surakarta. The sample included 111 upper-grade students from a state elementary school and a private elementary school in Surakarta.

The data collection techniques used were questionnaires, interviews, and documentation. Questionnaires were administered to students to gather data on the causes of low reading interest, specifically focusing on students' attitudes toward reading and their reading habits. In this study, a closed questionnaire was used, with respondents selecting only one alternative for each question/statement they considered correct. A Likert scale ranging from 1 to 4 (1- Strongly disagree, 2- Disagree, 3- Agree, and 4- Strongly agree) was used to identify students' perceptions. Interviews were conducted with teachers to explore more about the cause of low reading interest among students. Documentation in this study consisted of data-collection materials used to support data acquisition.

The data analysis technique used in this study was Miles and Huberman's interactive data analysis. In this technique, qualitative data analysis activities are carried out interactively and

continuously until completion. This interactive data analysis model comprises three components: data reduction, data presentation, and conclusion (Miles et al., 1992).

Table 1. Research Instruments

Research Focus	Aspects and Indicators		Instrument	Teacher	Student
	Student				
	a.	Reading awareness		-	10, 11, 12
	b.	Internal motivation	Questionnaire	-	13, 14
Factors contributing to low reading interest among students	c.	Entertainment preferences		-	15, 16
	d.	Reading comprehension	Interview	-	1, 2, 3, 4
	e.	Reading strategies		-	5, 6, 7
	Teacher				
	a.	Teaching methods	Questionnaire	-	8, 9
	b.	Lack of motivation/appreciation	Interview	1	-
	External Support				
	a.	Parental support		-	1, 2, 3, 4
	b.	Access to reading materials	Questionnaire	-	5, 6, 7
	Creator				
	a.	Designing interesting reading activities	Interview	2	-
	Facilitator				
	a.	Providing facilities for reading activities	Interview	3	-
Teachers' efforts to overcome low reading interest among students	**Motivator**				
	a.	Encouraging praise, stories, or personal experiences	Interview	4	-
	Evaluator				
	a.	Conducting evaluations of students' reading	Interview	5	-
	Dynamizer				
	a.	Creating programs to encourage reading activities	Interview	6	-
	b.	Collaborating with parents to create ongoing reading activities	Interview	7	-

RESULTS AND DISCUSSION
Results

The questionnaire data in this study covers six indicators: reading awareness (A), internal motivation (B), entertainment preferences (C), teaching methods (D), access to reading materials (E), and parental support (F). The following are the results of the questionnaires filled out by both schools, presented in Table 2.

Table 2. Questionnaire Results

Indicator	SD Negeri Banyuanyar 2	SD Muhammadiyah 16 Karangasem	Conclusion
Reading awareness (A)			Students at both schools recognize the importance of reading, but self-awareness is higher at SD Negeri Banyuanyar 2
I always read with my own awareness (A10)	Strongly agree (43,2%)	Disagree (37,8%)	
Reading has been a great benefit to me (A11)	Strongly agree (54,1 %)	Strongly agree (55,4%)	
Internal motivation (B)			

I'm not interested in reading tasks (B13)	Strongly disagree and Strongly agree (29,7%)	Disagree (33,8%)	Internal motivation to read still varies; some students are less interested in reading, especially at SD Muhammadiyah 16 Karangasem
I have a high motivation to read (B14)	Agree (35,1%)	Disagree (43,2%)	
Entertainment preferences (C)			Students tend to choose gadgets over reading, especially at SD Muhammadiyah 16 Karangasem
If I have free time, I prefer to play with my phone instead of reading a book (C15)	Agree (35,1%)	Strongly agree (43,2%)	
I play my phone more often than I read books (C16)	Agree (51,4%)	Strongly agree (45,9%)	
Teaching methods (D)			Teaching methods and media are considered more interesting at SD Negeri Banyuanyar 2; at SD Muhammadiyah 16 Karangasem, they are still considered less interesting
When reading lessons, teachers use interesting ways (D8)	Agree and Strongly agree (43,25%)	Disagree (59,5%)	
When reading lessons, teachers use interesting media (D9)	Agree and Strongly agree (32,4%)	Disagree (43,2%)	
Access to reading materials (E)			Access to reading materials is still limited in both schools, and is even more severe at SD Muhammadiyah 16 Karangasem
I read a lot of books in the library (E5)	Strongly disagree (45,9%)	Disagree (64,9%)	
I have a large collection of storybooks at home (E6)	Strongly disagree (37,8%)	Strongly disagree (43,2%)	
Parental support (F)			Low parental support for reading in both schools
My parents often read books with me (F1)	Strongly disagree (35,1%)	Strongly disagree (43,2%)	
At home, there are readings such as children's storybooks (F2)	Disagree (35,1%)	Strongly disagree (35,1%)	

Based on interview and questionnaire data from the two elementary schools above, the factors contributing to low reading interest among students include internal and external factors. Internal factors include low awareness of and motivation to read, difficulty understanding reading content, excessive gadget use, and a tendency to seek information instantly. The study's results show that most students do not yet have sufficient awareness of the importance of reading for the development of knowledge and thinking skills. Reading is not yet considered a necessity; rather, it is an activity done solely to fulfill school assignments. In terms of reading comprehension, most students demonstrated an effort to overcome reading difficulties by asking teachers or parents questions. Understanding of simple vocabulary has generally been well established, as reflected in students' ability to explain the meaning of words or provide examples of specific word usage. However, some students still have difficulty understanding implicit content or content that requires higher-level reasoning.

Excessive use of gadgets has reduced students' interest in reading. Digital entertainment, including online games and short videos, is often more engaging and provides instant gratification compared to books. As a result, students spend less time reading and show less perseverance with materials that require greater focus and effort. Furthermore, easy access to information online has encouraged students to seek quick answers rather than engage deeply with printed sources or long

texts. As a result, they often prioritize brief responses over comprehensive understanding. This habit undermines deep literacy skills and weakens the development of a lasting reading culture.

Meanwhile, external factors can be viewed from two perspectives: school and family. Family factors include the absence of a culture of reading from an early age, low family motivation to read, and economic limitations. From a family perspective, students' low interest in reading is shaped by the absence of a home reading culture, limited parental motivation, and economic challenges. Many parents provide minimal support or serve as few role models in reading, so children are not encouraged to read from an early age. Parental involvement in literacy activities, such as reading with children or telling stories, is also generally low. Additionally, economic constraints restrict access to reading materials at home, as the high cost of books limits students' opportunities to engage with diverse reading sources.

School-related factors include a lack of suitable reading materials for children, inadequate facilities, unengaging teaching methods, weak reading habits, and insufficient promotion of reading. Research indicates that schools still offer limited reading materials in both quantity and variety. While students often select books based on personal interests, the shortage of age-appropriate and developmentally suitable options hinders the development of lasting reading habits. Facilities such as libraries and classroom reading corners are often incomplete or uncomfortable, and their collections are not comprehensive. Conventional teaching methods and a lack of engaging media reduce students' motivation to read. Additionally, efforts to promote reading and integrate it into daily routines are inconsistent. The absence of diverse reading materials in school media and a lack of ongoing programs to foster a reading culture prevent literacy activities from becoming a regular part of students' lives.

Regarding teachers' efforts to overcome low reading interest among elementary school students, teachers play five roles: creators, facilitators, motivators, evaluators, and dynamizers. The comparison of the efforts made by teachers at SD Negeri Banyuanyar 2 and SD Muhammadiyah 16 Karangasem in overcoming low reading interest is presented in Table 3.

Table 3. Comparison of teachers' efforts in overcoming low reading interest

The role of teachers	SD Negeri Banyuanyar 2	SD Muhammadiyah 16 Karangasem
Creator	1. Leveraging technology 2. Using engaging and interactive learning media 3. Integrated into learning with learning methods that strengthen literacy 4. Holding various literacy competitions	1. Using an interactive and fun learning approach 2. Designing engaging learning methods 3. Packaging literacy habituation in the form of games or icebreakers.
Facilitator	1. Creating a conducive and literacy-friendly learning environment 2. Improve libraries and reading corners to make them more attractive 3. Conducting a Memorandum of Understanding (MoU) with regional mobile libraries	1. Provision of age-appropriate reading resources 2. Presenting a library and reading corner with an attractive arrangement 3. Provision of a varied collection of books 4. Collaborate with students' parents in the procurement of books to increase the collection in the classroom reading corner 5.

Motivator	1. Providing an understanding of the benefits of reading 2. Fostering awareness of the importance of reading 3. Giving awards to students who excel in the field of literacy.	1. Cultivate enthusiasm and reading habits through habituation from an early age 2. Encourage the form of praise to motivate students to love reading.
Evaluator	Provide exercises and tasks related to reading comprehension	Giving literacy assignments, asking students to summarize the content of the reading, and presenting the results in front of the class.
Dinamisator	1. Holding special hours for the habituation of literacy activities 2. Establish communication and cooperation with parents to build sustainable reading habits at home	1. Holding literacy habituation before learning starts 2. Creating school programs and monitoring related to literacy habituation 3. Schedule regular visits to the library 4. Integrating reading habits into the curriculum 5. Establish cooperation with parents to support the sustainability of reading habits at home

Discussion

Factors Causing Low Reading Interest Among Students

The study found that low student interest in reading is shaped by both internal and external factors, as identified in interviews with elementary school teachers. Internal factors include limited awareness and motivation, challenges with reading comprehension, frequent gadget use, and a preference for instant information. Teachers noted that students are used to accessing information quickly online, which decreases their motivation to read books. They also observed that many students struggle to select appropriate reading materials, are unfamiliar with dense texts, and show limited reading fluency and comprehension. As noted by Lisrandy et al. (2025), students who lack interest and motivation often struggle to develop reading skills. Furthermore, intrinsic motivation is strongly correlated with reading success and is often a major factor in the formation of long-term reading habits (Fuad et al., 2021).

Difficulties in understanding reading material contribute to low reading interest among students. Teachers observe that limited reading skills reduce students' willingness to participate in reading activities, with many preferring visual content because reading is challenging and tiring. Students who are not used to processing written information independently are more likely to lose interest in reading. Similarly, those who rely heavily on verbal explanations often struggle to summarize reading passages independently. These challenges can also lower children's motivation and confidence, further decreasing their desire to read (Wigfield et al., 2016).

As technology advances rapidly, excessive gadget use has become a key reason students are less interested in reading. Teachers notice that many students would rather play online games or watch videos on platforms like YouTube than spend time with books. Students also tend to choose gadgets over reading, especially when parents do not supervise their use. Without enough parental guidance, children may become more dependent on gadgets, feel less emotionally well, experience more anxiety, and lose motivation for academic activities like reading (Perea-Carretero

et al., 2025). Unsupervised and prolonged gadget use can further diminish children's interest in reading and impede their early knowledge development (Khosiah et al., 2024).

Technological advancements have led students to expect immediate access to information, often at the expense of engaging in comprehensive reading. Educators have noted that students frequently utilize technology to obtain information rapidly, sometimes neglecting to verify its accuracy, which can diminish their motivation to engage in thorough book reading. Digital technology and the internet have substantially shaped reading processes and habits (Sridhar, 2021). Furthermore, elementary school students' reliance on gadgets and digital applications that provide instant information has contributed to decreased interest in traditional reading activities and reduced depth of comprehension (Anjami et al., 2025). While digital reading offers convenient access and interactive features that may increase engagement, traditional reading is generally more effective in fostering deep comprehension and supporting academic achievement (Abbas et al., 2024).

External factors that contribute to low reading interest among students can be divided into two categories: family factors and school factors. From the family perspective, a lack of early reading culture, limited motivation, restricted access to reading materials, and economic challenges all play a role. Teachers noted that insufficient parental guidance in developing reading habits often leads children to prefer gadgets over books. They also observed that parents rarely model reading behavior, which limits children's exposure to books and reading activities. Families who regularly model reading and discuss books can increase children's motivation to read, while parental indifference or lack of support can reduce it (Shastina et al., 2019). Economic factors are significant, as teachers report that limited access and high book costs often prevent parents from purchasing suitable reading materials. Research confirms that families with limited financial resources often cannot afford materials that meet their children's interests and needs due to high prices (Tasya et al., 2023).

From the school's perspective, students' low interest in reading is linked to limited access to reading materials, inadequate facilities, unappealing instructional media, and ineffective reading programs. Teachers report that a lack of engaging resources contributes to declining reading interest. Access to diverse and sufficient materials is essential for developing reading habits, as greater exposure to books increases engagement and enjoyment (Merga, 2015). Meanwhile, instructional media and reading themes often do not align with students' developmental needs or interests, further reducing motivation. Integrating suitable learning media, including digital technologies, and creating literacy-rich environments should be supported by interactive and motivational teaching methods to improve reading interest and literacy skills (Yoon et al., 2026). Teachers also note that limited literacy promotion and few reading materials displayed in school spaces, such as bulletin boards, further decrease students' interest in reading.

Teachers' Efforts to Overcome Low Reading Interest Among Elementary School Students
1. Teachers' Role as Creator

Teachers design engaging reading activities to increase student interest and reduce boredom. The following are examples of their creative efforts. Teachers demonstrate creativity by using technology and interactive media in their lessons. They integrate digital resources and visually supported reading materials, such as texts with images, to capture students' attention and

aid understanding. Multimodal input helps students connect words with visuals, supporting vocabulary and comprehension, particularly for those developing basic reading skills. This approach aligns with research showing that learning is more enjoyable when media is engaging and tailored to students' needs (Kaltsum, 2017).

Teachers incorporate literacy-focused models such as Project-Based Learning (PjBL), Problem-Based Learning (PBL), and Contextual Teaching and Learning (CTL) into their instruction. These methods promote purposeful engagement with texts, deeper understanding, and meaning-making through discussion, reflection, and presentations. Research confirms that varied and collaborative strategies significantly improve students' interest and reading skills, supporting literacy development (Yan & Cai, 2022).

Teachers also use games, icebreakers, and competitions to make literacy activities more engaging. Events such as poetry readings, storytelling, short story writing, and book reviews allow students to practice expressive language skills. These activities help students select appropriate vocabulary, organize ideas, and present narratives both orally and in writing. As a result, students are motivated to read and develop stronger language processing and production skills. However, teachers encounter challenges such as limited time and resources, constraints on pedagogical creativity, and varying student language abilities. These factors often require additional support during reading activities.

2. Teachers' Role as Facilitators

Teachers facilitate learning by creating environments that foster students' interest in reading. Their efforts include providing adequate literacy facilities, such as libraries and classroom reading corners, and improving these spaces to be comfortable, visually appealing, and accessible. These enhancements encourage frequent interaction with texts, increasing students' exposure to diverse vocabulary and sentence structures, and supporting language acquisition through repeated, voluntary reading.

Beyond physical facilities, teachers support literacy by ensuring access to age-appropriate and diverse reading materials. They recommend expanding collections to include not only textbooks but also storybooks, comics, encyclopedias, and illustrated materials. This variety exposes students to different discourse structures, narrative styles, and language complexities, which are essential for developing reading comprehension and syntactic awareness. These findings are consistent with Oxley & McGeown (2023) research, which shows that providing varied, relevant reading materials increases students' engagement in reading activities.

Teachers also collaborate with parents to support classroom literacy resources. Some encourage students to bring books from home and involve parents in supplying materials for the classroom reading corner. This partnership expands students' access to reading materials and promotes consistency between home and school literacy environments. In addition, teachers facilitate access to external literacy resources by establishing partnerships with regional mobile libraries through Memoranda of Understanding (MoU). Collaboration between libraries is useful for meeting students' information needs and providing broader access to reading materials through the sharing of collections, services, and resources.

3. Teachers' Role as Motivators

Teachers play an important role in motivating and encouraging students to develop an interest in reading. The interview findings show that teachers consistently emphasize the

importance of reading from an early age with the aim of instilling an understanding that reading is a valuable skill for students' future. The habit of reading is a literacy behavior that is formed through a long, gradual process and is influenced by various factors (Han, 2025). Therefore, teachers actively foster awareness of reading's importance through various literacy promotion activities designed to stimulate students' interest while reducing negative perceptions of reading as a difficult or monotonous activity.

In addition to literacy promotion, teachers also motivate students by establishing structured reading routines, such as allocating specific time for daily or weekly reading activities. These routines help students develop consistent reading habits, which contribute to improved reading fluency, expanded vocabulary, and reading comprehension skills through repeated interaction with written language. Teachers also play an important role in modeling, teaching, and providing feedback on the use of reading strategies to improve students' comprehension and engagement in reading (Tar, 2019). Furthermore, teachers use praise and rewards as positive reinforcement to recognize students' efforts and achievements in literacy activities, thereby increasing their enthusiasm and engagement in reading.

4. Teachers' Role as Evaluator

Teachers act as evaluators in monitoring students' development of reading skills. In this role, teachers provide reading exercises and comprehension tasks, such as asking students to summarize texts and present their summaries to the class. Through these activities, students are required to process information, identify main ideas, and organize them logically into coherent oral or written narratives. This aligns with findings that show the role of teachers as evaluators is reflected in providing feedback, assessing students' reading results, and allowing them to convey their understanding of the reading material. Evaluation helps teachers identify students who struggle with vocabulary or sentence comprehension and adjust their teaching methods as needed. This process enables more targeted guidance and support. Positive feedback can boost students' reading confidence, especially in specific groups (Wang et al., 2025). However, teachers face challenges in providing continuous, individualized assessment due to large class sizes and limited time.

5. Teachers' Role as Dynamizer

As facilitators, teachers promote active learning and lead programs that build a culture of literacy in schools. They organize structured routines, such as pre-class reading sessions and regular library visits, to develop reading habits and provide repeated exposure to texts, which is important for strengthening vocabulary, comprehension skills, and reading fluency. Regular exposure to books and reading activities gradually fosters an interest in and love for literacy. Teachers also integrate literacy into the curriculum through interactive, engaging learning methods such as educational games, projects, and hands-on activities. This approach emphasizes that reading for pleasure should not be a separate activity, but an integral part of the entire learning process at school (Cremin & Scholes, 2024). By embedding reading in meaningful contexts, students are encouraged to actively process texts, construct narratives, and apply critical thinking skills. In addition, teachers actively communicate with parents about literacy habits at home, particularly in guiding and supervising students' use of gadgets. This collaboration aims to create consistency between the school and home literacy environments, ensuring that students receive continuous linguistic input and support. Miller & Venketsamy (2022) state that the success of a

child's learning process does not rest solely on educators at school but also requires the active involvement of parents.

CONCLUSION

Based on the results and discussion of the research on a comparative study of teachers' efforts in overcoming the low interest in reading of students at SD Negeri Banyuanyar 2 and SD Muhammadiyah 16 Karangasem, it can be concluded that the low interest in reading in students is caused by factors that come from within the students and factors from the surrounding environment. Factors within students include low motivation, difficulty understanding the text, and a high dependence on gadgets, which make reading activities less in demand. Meanwhile, factors in the surrounding environment, such as family and school, also contribute to students' low interest in reading.

Efforts to overcome these problems are carried out through various strategies that involve teachers in multifunctional roles. Teachers not only create learning innovations, both media and methods that are interesting and interactive, but also build a learning environment that supports literacy and provides access to diverse reading materials. In addition, teachers motivate students by emphasizing the benefits of reading, giving rewards, and instilling reading habits from an early age. Evaluation of students' reading abilities is conducted through exercises, assignments, and presentations. Meanwhile, literacy habituation is strengthened through school programs, library visits, and parent collaboration.

The findings have both theoretical and practical implications. Theoretically, they highlight the importance of a comprehensive literacy approach that involves students' environments and confirms the central role of teachers in shaping a school literacy culture. In practice, schools are encouraged to improve literacy facilities, strengthen programs, and collaborate with parents, while teachers should continuously innovate in methods and media to make reading activities more engaging. For future research, more in-depth studies on effective strategies to increase reading interest in primary school students are recommended, considering evolving educational contexts and student needs.

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