

Factors Affecting Literacy Ability of Elementary School Students in Indonesia

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Abstract. Literacy is a critical competency for success in the 21st century, yet it remains a significant challenge for elementary school students in Indonesia, as their literacy skills are generally low. This research aims to identify the factors influencing the literacy skills of elementary school students. The study adopts a correlational survey method, involving a sample of 293 students. Data was collected through a questionnaire and analyzed using the SEMPLS technique. The results reveal that reading motivation and interest significantly influence students' reading literacy skills. However, the support from teachers and schools was found to have a limited impact on enhancing students' reading motivation. These findings suggest that while teacher and school support are important, fostering students' reading motivation and interest is a key to improving literacy. The study highlights the need for a more tailored approach in nurturing literacy skills, considering the diverse characteristics of students. This research contributes to understanding the underlying factors affecting literacy and provides insights into educational strategies to enhance reading skills in elementary schools.

Keywords: Predictive Factors; Reading Literacy; Elementary School Students; Reading Motivation; Interest; Indonesia

1. Introduction

Literacy, a foundational skill encompassing ability to read, write, speak, and listen, remains a critical area of focus in elementary education worldwide. In Indonesia, literacy development is hindered by various factors that affect students' ability to read and write proficiently. The issues surrounding literacy skills, especially in rural and underprivileged areas, pose significant challenges in educational landscape. These difficulties are reflected in Program for International Students assessment (PISA) results, where Indonesia ranks low in reading literacy globally (Yustisia, K. K., & Salsabila, D. L. E., 2023). A similar finding from the Indonesia National Assessment Program (INAP) revealed that fourth-grade students in elementary schools were performing below the minimum standards in reading and comprehension. This indicates that students face substantial challenges in acquiring basic literacy skills, which are critical for their academic and personal development.

1.1. Problem Statement

Many elementary students in Indonesia, especially in rural regions, face obstacles in acquiring basic literacy skills. There are several factors contributing to the low level of student's literacy, such as the lack of availability of books and supporting facilities in school, the low reading culture, and the teaching quality. In addition, a lack of innovative teaching approaches had also been an obstacle in increasing students' interest and literacy skills. The urgency of addressing this problem is compounded by the growing demands of the 21st century, where literacy is essential for lifelong learning and civic participation.

Various efforts have been made by the government and schools. Character education, the school literacy movement, and the strengthening of the *Pancasila* student profile are examples of programs aimed at improving the quality of Indonesian students in terms of

literacy, cognition, and character. Studies have identified several factors influencing these challenges, such as socio-economic status, cognitive abilities, and the quality of educational support at home (Manguilimotan, et al., 2024; Yustisia, K. K., & Salsabila, D. L. E., 2023).

This study aims to predict and analyzed the factors influencing literacy skills, focusing specifically on elementary students in Indonesia. By investigating factors such as parental involvement, reading motivation, and school support, the research will provide a clearer understanding of how these variables interact to shape literacy outcomes. In line with recent studies, this research employs a mixed-method approach, combining survey, questionnaires, and data analysis advanced statistical techniques like SEMPLS. Previous research has emphasized the need for comprehensive approach to literacy development, acknowledging the interconnectedness of home, school, and societal factors (Siregar et al., 2021). The novelty of this study lies in its multi-dimensional perspective, which not only examines these established factors but also explores their relative influence on literacy in a specific context. By doing so, it seeks to offer new insights and solutions for enhancing literacy education in the region.

1.2. Related Research

Numerous studies have been conducted to explore the factors influencing literacy development in elementary school students. Inayah et al. (2024) investigated students' difficulties in early writing and found that lack of motivation, limited parental support, and environmental distractions significantly hindered the development of basic writing skills. Complementing this, Wickramasinghe et al. (2024) used the DIBELS score to evaluate early literacy in relation to multiple personal and environmental variables. Their findings indicated that sleep duration, reading time, and body mass index were statistically significant predictors of literacy performance, emphasizing the complex and interrelated nature of student development. Similarly, Fadli et al. (2024) reported the effectiveness of game-based learning in enhancing the reading, writing, and numeracy skills of primary students, particularly in underserved communities, through interactive and enjoyable 'calistung' programs.

Another study by Mahendra et al. (2024) focused on the role of school libraries in improving students' reading interest and initial reading ability. They emphasized that school libraries, when integrated with curriculum and supported by creative literacy activities such as book clubs and storytelling sessions, could serve as powerful catalysts for developing reading interest. Supporting this, Putra et al. (2023) highlighted the school's role in establishing an environment conducive to literacy through classroom reading corners, literacy-themed wall magazines, motivational posters, and structured reading journals. Moreover, Fitria (2023) emphasized the importance of mastering six core literacies (reading-writing, numeracy, science, digital, financial, and civic-cultural) as part of students' foundational skills in facing 21st century challenges. This study underscores that collaboration among teachers, parents, and school communities is essential for fostering literacy at an early age.

According to previous research, a lack of parental involvement, inadequate resources, and insufficient teacher training are key contributors to these challenges (Mahardika, 2017; Lena et al., 2023). Additionally, studies have shown that factors like motivation, cognitive development, and reading interest play substantial roles in literacy achievement (Manguilimotan et al., 2023; Siregar et al., 2021).

In addition to parental and family factors, studies on factors influencing children's reading skills also include factors of school or teachers. The school literacy movement effort is one of the programs aimed at improving children's literacy skills based on this factor. This program is carried out through many methods, such as adding and updating collections of children's reading books at school, opening children's reading gardens, and making the most efficient use of school time for reading (Irma et al., 2021). In addition to this movement, efforts to improve literacy are also carried out by utilizing social media with the hope that the community, including students, will further improve their literacy skills (Johan et al., 2020).

At the elementary school level, interest in reading has also been shown to have a positive relationship with reading ability (Aisyah & Punamasari, 2021). Based on these studies, efforts to

accurately identify the factors that foster students' literacy interest need to be carried out so that the goal of developing students' literacy skills can be achieved.

Together, these studies illustrate that literacy development is multifaceted, requiring contributions from families, schools, and broader educational infrastructure. They collectively support the need for a holistic and context-aware approach to enhancing students' literacy skills in elementary education. There have been many efforts to boost students' literacy competency in terms of interest and motivation. However, most of these studies are more focused on exploring based on students' intrinsic interests and motivation. Exploration of interest and motivation from extrinsic dimensions is still scarce and not comprehensive. In line with that, this study aimed to examine factors that influence students' literacy from an extrinsic point of view which can foster students' motivation and interest in literacy.

1.3. Research Objectives

The main issue of this research is the lowness of students' reading literacy in Indonesian elementary schools. This research objectives are to predict the factors which contributes to students' interest and motivation of reading literacy, the significancy of those factors in students' reading literacy, and the implication of those factors to improve students' motivation and interest in literacy. Those suggest the study sought to identify the key variables that may be linked to higher or lower literacy among students.

To achieve the research objective, the research was formulated into statement of problem as follows:

1. How do those factors affect to students' motivation and interest in literacy?
2. How significant are those factors in influencing students' motivation and interest in literacy?
3. What are the implications of those factors to improve students' motivation and interest in literacy?

1.4. Hypothesis

There are 12 hypotheses to be tested. They are:

- H1: Culture influences reading facilities.
- H2: Culture influences use of gadgets.
- H3: Reading facilities influence reading interest.
- H4: School programs influence teacher performance.
- H5: School programs influence assignments by teachers.
- H6: Teacher performance influences student's reading motivation.
- H7: Teacher performance influences assignments by teachers.
- H8: Assignments by teachers influence student's reading motivation.
- H9: Use of gadgets by students influences reading interest.
- H10: Reading interest influences literacy skills.
- H11: Reading interest influences motivation.
- H12: Reading motivation influences literacy skills.

2. Theoretical Framework

The theoretical framework of this research is built from several key theories related to literacy development, such as socio-cultural learning theory, motivation, and ecological system. These theories provide a comprehensive lens through which to examine the multifaceted factors that influence literacy skills in elementary school students.

Reading literacy is an essential cognitive and linguistics skill that enables individuals to interpret, analyze, and critically engage with written texts. The development of reading literacy is shaped by a combination of cognitive processes, motivation, and environmental factors. The process is dynamic, as it integrates various cognitive skills such as vocabulary knowledge, sentence structure understanding, and the ability to infer meaning from context. The reading process involves several critical components: phonological awareness, phonics, vocabulary, fluency, and reading comprehension. These components work together to help individuals

understand written texts. As children learn to read, it is essential for them to develop skills in all five areas to become proficient readers. Recent studies have emphasized the importance of these components in literacy development. For instance, Hoover and Gough (2021) reiterated the need for both decoding and language comprehension to achieve reading proficiency. Similarly, Nagy and Townsend (2018) highlighted the vital role of vocabulary knowledge in reading comprehension, pointing out that extensive vocabulary is crucial for understanding texts. Miller et al. (2019) demonstrated that fluency is a key predictor of reading comprehension, as it allows readers to focus cognitive resources on understanding rather than decoding. Additionally, Guthrie and Humenick (2019) underscore the importance of using prior knowledge and experience when reading, facilitating the integration of new information with existing knowledge to enhance comprehension.

Recent studies highlight the complex relationship between these cognitive processes and the broader socio-cultural context in which literacy develops. For instance, Siregar et al. (2021) argue that reading literacy is deeply influenced by both home and school environments, with strong support systems enhancing students' ability to comprehend and analyze written materials.

Motivation plays a critical role in the development of reading literacy. Guthrie and Klauda (2021) and Liu and Chen (2020) emphasize that intrinsic motivation, where students engage with reading due to personal interest and enjoyment, is crucial for developing high-level reading skills. Intrinsically motivated readers are more likely to develop deeper comprehension and a broader range of reading strategies. In contrast, Fisher et al. (2016) note that extrinsically motivated students, who read primarily for rewards or external pressure, tend to show lower levels of reading engagement and comprehension. These findings underline the importance of fostering a love for reading in students, rather than focusing solely on achievement-oriented goals. Reading is not only an individual skill but also a social activity, where students develop literacy through interactions with teachers, peers, and family members. Kern (2018) further supports this by showing that students who have access to supportive reading environment, including frequent interactions with literate adults, develop stronger reading comprehension skills. Additionally, the role of the school environment is critical, as it shapes the reading culture and provides the tools necessary for literacy development. Guthrie et al. (2019) argue that school literacy programs, including those that integrate diverse texts and foster interactive reading experiences, are key to improving students' reading motivation and literacy skills.

Reading literacy must be mastered by students in elementary school, since reading is the basic skill to gain further knowledge and support others skills, such as social and communication interaction. The ability to read for students is seen as a determinant of success in their learning activities at school. It is because all subject matter in various fields of study taught in schools requires an understanding of concepts and theories that must be understood through reading activities. With the ability to read correctly and reliably, students have the basic capital and the main determinant of success in various subjects; On the other hand, failure to master the ability to learn to read will be an obstacle or even a source of failure in student studies at school (Fauzi, 2018).

The level of students' reading literacy not only affects their ability to understand and use texts, but is also closely related to other literacy developments, such as numeral literacy, digital literacy, and social literacy. Therefore, improving reading literacy can have a positive impact on an individual's overall education and skills, helping them adapt to the ever-changing demands of life. In the context of elementary education, the development of proficient reading skills lays the groundwork for students' future academic achievements and cognitive growth (McKeown & Beck, 2016).

Literacy is not merely an individual cognitive skill but is developed through active engagement with the social and educational environment. It means that learning is inherently a social process, and students acquire knowledge through interactions with their peers, teachers, and the tools provided in their environment. It is like Pritchard and Macrory (2019), who argue that creating learning environments that encourage students to construct their own understanding through reading and writing activities can significantly enhance literacy skills. In the social

context such as parental involvement, peer interaction, and school support. Recent research by Vygotsky (2019) affirms the significant role that cultural tools, such as books, digital media, and instructional materials, play in shaping children's literacy abilities.

In addition, strong reading literacy also contributes to the individual's ability to actively participate in society. With good reading skills, a person can access important information, follow the development of social issues, and make more informed decisions. In an increasingly digitized world, the ability to read and understand texts in various formats is becoming more vital. Therefore, efforts to improve reading literacy should be the main focus in the educational curriculum, so that every individual has the opportunity to develop these skills from an early age and build a solid foundation for lifelong learning.

3. Method

3.1. Research Design

This study was conducted using a correlational survey method which means it aimed to examine the relationship among variables rather than revealing the cause-effect relationship. It was in line with the study objective which was to predict factors that influence literacy skills of elementary school students in Indonesia. In other words, the data was collected to identify how different factors correlate with students' reading literacy. The research design used was path analysis research using structural equation modeling (SEM) models (Hair et al., 2017). This statistical technique is used to test the direct or indirect relationship between multiple variables. The procedure of the research was carried out in several stages: 1) Model Specification, the first stage is to specify the hypothesized model based on theory, previous research, or observation; 2) Data Collection, this stage involves gathering data through surveys, questionnaires, or assessments; 3) Estimation of the Model, using statistical software, the model's parameters (path coefficients) are estimated to quantify the relationship between variables; 4) Model Evaluation, assess the model's fit to the data to determine how well the hypothesized relationships align with the observed data; 5) Model Modification, refine the model based on the evaluation to improve its fit; 6) Interpretation of Results, analyze the estimated path coefficients and draw conclusion based on the model; 7) Reporting the Findings, communicate the findings in a clear and comprehensive manner.

3.2. Participants

The sample of this study is the students at elementary school. 293 students were involved in this study from several schools in West Java. Those students were selected as representative samples of various background and environment of education; therefore, it was expected to portray the factors affecting the students' interest and motivation in reading literacy.

3.3. Data Collection

To collect data in the form student responses, a questionnaire was used as the instrument. This questionnaire is designed to explore various factors that may affect students' literacy skills, including school environment, teachers' performance, and parental involvement in the learning process. Meanwhile, data on children's literacy skills are collected through a reading literacy test, which is arranged to measure reading comprehension skills, vocabulary, and the ability to critically analyze texts. This literacy test is adjusted to national education standards and is designed to assess students' basic competence in reading at the basic education level.

3.4. Data Analysis

The questionnaire used was prepared with the emphasis on 8 measured variables. The eight variables were reading culture at home, reading facilities at home, the habit of using gadgets, school literacy programs, teacher performance in learning, assignments by teachers, interest in reading, and motivation to read. To prove the proposed hypotheses, research data was processed using path analysis. Partial least squares (PLS) software was used to test the reflective model and the formative model proposed in this study.

3.5. Validity and Reliability

The test used was already tested for validity and reliability, whether in terms of content, constructs, criteria, or conformity with the applicable curriculum in Indonesia. The validity test of content is carried out to ensure that the test covers all factors of literacy skills in accordance with national education goals. The validity test of construct aims to measure whether the test really assesses literacy ability. Moreover, the validity test of criteria is used to compare the test result with other relevant indicators in assessing the success of student literacy. This entire process is carried out to ensure that the test is not only statistically accurate but based on the education standard in Indonesia curriculum. The result of study is expected to provide policy recommendation in improving Indonesia curriculum.

4. Findings

4.1. Indicator Evaluation

This study aimed to identify factors contributing to students' literacy skills. To achieve that, confirmatory factor analysis was performed. The confirmatory factor analysis (CFA) showed that the instrument used had convergent and discriminant validity. Three criteria were used to determine the convergent validity of all items, namely, composite reliability (CR), Cronbach average, and average variance-extracted (AVE). All the factor loading indicators were significant, with the assumption greater than 0.5 (Fornell & Larcker, 1981). In this study, all scale items were greater than 0.7 (Table 1), and the composite reliability for all items was in the range of 0.814 to 0.967, which exceeded the minimum criterion (0.5). Furthermore, the AVE value for all constructs was above the threshold value of 0.50. Therefore, all constructs met the three convergent validity conditions.

Table 1. Full Model Validity Instrument Test Results.

Variabel	Indikator	Standardized Loading (>0.70)	R ² (>0.50)	C.R	Criteria
Culture	CL2	0,785	0,616	0,865	Valid
	CL3	0,863	0,744		Valid
	CL4	0,826	0,682		Valid
Using Gadget	UG4	0,835	0,697	0,817	Valid
	UG5	0,827	0,683		Valid
Reading Facilitation	FT4	0,735	0,540	0,777	Valid
	FT5	0,857	0,734		Valid
School Programs	SP1	0,721	0,519	0,814	Valid
	SP2	0,701	0,491		Valid
	SP6	0,743	0,552		Valid
	SP7	0,724	0,524		Valid
Teacher Performance	TP 1	0,779	0,606	0,852	Valid
	TP2	0,769	0,591		Valid
	TP3	0,804	0,646		Valid
	TP5	0,717	0,514		Valid

Task from Teacher	TT 1	0,864	0,746		Valid
	TT2	0,849	0,720	0,897	Valid
	TT5	0,873	0,762		Valid
Reading Interest	IT 1	0,868	0,753		Valid
	IT 2	0,780	0,608	0,881	Valid
	IT 4	0,882	0,777		Valid
Reading Motivation	MT1	0,813	0,660		Valid
	MT2	0,811	0,657	0,834	Valid
	MT3	0,751	0,564		Valid
Reading Literacy Ability	RL	1	1	1	Valid

The results of indicator analysis on each latent variable and the descriptions of the relationship between the latent variables of this study are presented in the following Figure 1.

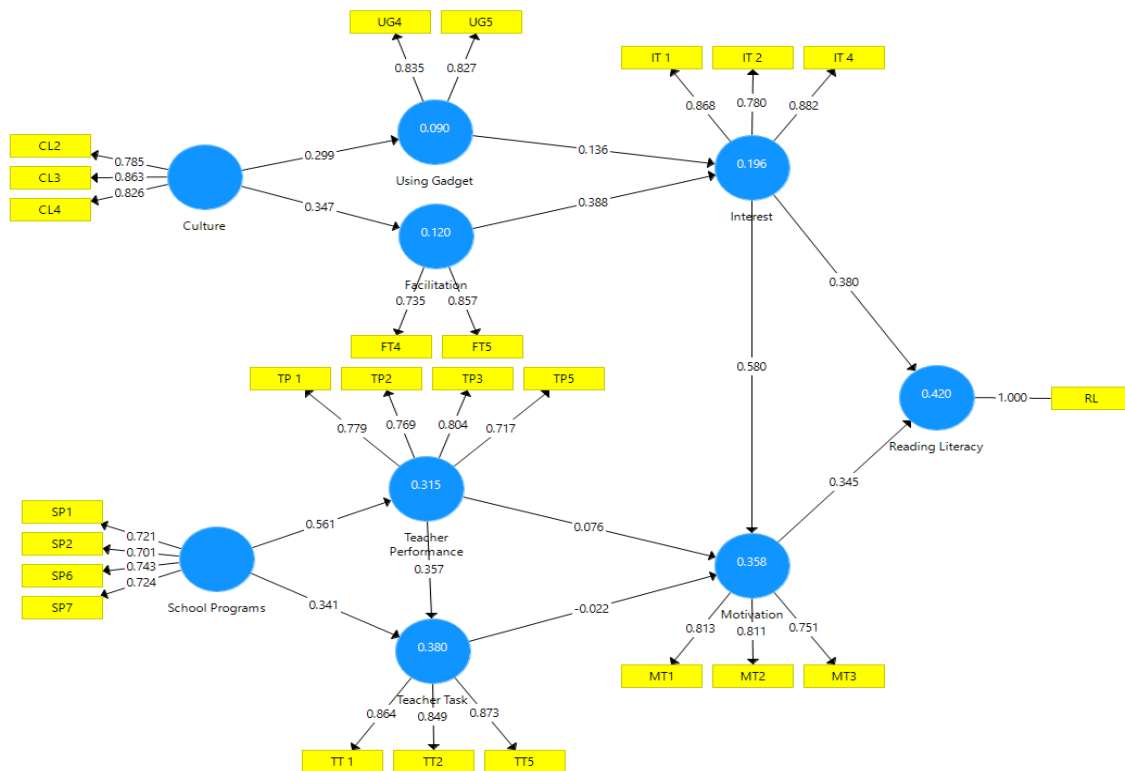


Figure 1. Confirmatory Factor Analysis.

Discriminant validity is defined as the degree to which a construct is different from another based on empirical standards (Kline, 2016). This study measured it using Fornell-Larcker's criteria (Fornell & Larcker, 1981), while validity was measured by comparing the AVE value of each latent construct, which must be greater than the squared correlation between the constructs. In Table 2, all loadings in bold on the diagonal dimensions are higher than the loadings on the vertical dimensions. It shows that the model used met Fornell-Larcker's criteria (Fornell & Larcker, 1981) and that the discriminant validity was met.

Table 2. Interconstruct correlations and discriminant validity model Fornell-Larcker Criterion

	CI	Ft	It	Mt	RL	SP	TP	TT	US
Culture	0,825								
Facilitation	0,347	0,798							
Interest	0,357	0,424	0,844						
Motivation	0,411	0,404	0,595	0,792					
Reading Literacy	0,293	0,309	0,586	0,571	1,000				
School Programs	0,354	0,273	0,337	0,254	0,237	0,723			
Teacher Performance	0,273	0,114	0,252	0,210	0,173	0,561	0,768		
Teacher Task	0,243	0,223	0,212	0,143	0,136	0,541	0,548	0,862	
Using Gadget	0,299	0,262	0,237	0,235	0,112	0,267	0,166	0,277	0,831

4.2. Structural Model Evaluation

At this evaluation stage, the structural model was analyzed by looking at the significance value of the relationship between the constructs which was indicated by the *T-statistic* value resulting from the bootstrapping output. The extent of the influence between constructs and interaction effects was measured by the value of the path coefficient. Path coefficients that had a *T-statistic* value ≥ 1.96 or had a *P-value* ≤ 0.05 were declared significant. The results of the structural model evaluation can be seen in the following Table 3.

Table 3. Path Coefficient Testing Results.

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Culture -> Facilitation	0,347	0,349	0,054	6,427	0,000
Culture -> Using Gadget	0,299	0,303	0,056	5,339	0,000
Facilitation -> Interest	0,388	0,388	0,049	7,909	0,000
Interest -> Motivation	0,580	0,584	0,043	13,505	0,000
Interest -> Reading Literacy	0,380	0,381	0,049	7,735	0,000
Motivation -> Reading Literacy	0,345	0,345	0,054	6,436	0,000
School Programs -> Teacher Performance	0,561	0,568	0,040	14,052	0,000
School Programs -> Teacher Task	0,341	0,347	0,058	5,903	0,000
Teacher Performance -> Motivation	0,076	0,078	0,054	1,426	0,155
Teacher Performance -> Teacher Task	0,357	0,352	0,058	6,152	0,000
Teacher Task -> Motivation	-0,022	-0,022	0,055	0,394	0,693
Using Gadget -> Interest	0,136	0,141	0,058	2,348	0,019

Based on the test results above, it was known that there were two paths whose inter-construct effect is not accepted. The effect of teacher performance on motivation and teacher

assignment on motivation were the construct paths with *T-statistic* values below 1.96 with *p*-values greater than 0.05. It means that the two paths were declared to not have significant effect.

4.3. Hypothesis Testing

Initial hypothesis testing was carried out using a structural equation model (SEM) in PLS software. Table 3 showed the regression weights for each construct as well as standard errors, critical ratios (*t*-values) and levels of significance. The results of the hypothesis testing were:

- 1) Culture has an effect on reading facilities, shown by a *T-statistic* value of 6.247 and a *p* value of 0.000.
- 2) Culture has an effect on use of gadgets, shown by a *T-statistic* value of 5.339 and a *p* value of 0.000.
- 3) Reading facilities have an effect on reading interest, shown by a *T-statistic* value of 7.909 and a *p* value of 0.000.
- 4) School programs have an effect on teacher performance, shown by a *T-statistic* value of 14.052 and a *p* value of 0.000.
- 5) School programs have an effect on assignments by teachers, shown by a *T-statistic* value of 5.903 and a *p* value of 0.000.
- 6) Teacher performance has no effect on reading motivation, shown by a *T-statistic* value of 1.426 and a *p* value of 0.155.
- 7) Teacher performance has an effect on assignments by teachers, shown by a *T-statistic* value of 6.152 and a *p* value of 0.000.
- 8) Assignments by teachers have no effect on reading motivation, shown by a *T-statistic* value of 0.934 and a *p* value of 0.693.
- 9) Student use of gadgets has an effect on reading interest, shown by a *T-statistic* value of 2.348 and a *p* value of 0.000.
- 10) Reading interest has an effect on reading literacy, shown by a *T-statistic* value of 7.735 and a *p* value of 0.000.
- 11) Reading interest has an effect on reading motivation, shown by a *T-statistic* value of 13.505 and a *p* value of 0.000.
- 12) Reading motivation has an effect on reading literacy, shown by a *T-statistic* value of 6.436 and a *p* value of 0.000.

5. Discussion

This study aimed to identify factors that influence reading literacy skills in children in West Java, Indonesia. The results of SEM PLS confirm the consistency and reliability of the proposed model. This study shows that reading culture at home has a significant effect on the availability of reading facilities and student's reading habit through gadgets. Reading facilities provided by parents have an effect on children's reading interest. Based on these results, it can be said that a good reading culture at home will influence the provision of reading facilities for children and form children's habits of using gadgets wisely, which in turn affect their reading interest.

Good school programs also have an effect on teacher performance in learning activities and also on assignments given by teachers to students. Exemplary teacher performance in the classroom has an effect on assignments of reading to children. However, teacher performance and assignments by teachers to students have no effect on students' reading motivation. This shows that teacher performance in the classroom does not necessarily make children more motivated to read. In fact, what is surprising is that the more reading assignments given by the teacher, the less motivated students are to read. Upon deeper examination, the resulting negative correlation can be interpreted as the more teachers give reading assignments to children, the lower the motivation to read.

In response to the findings above, several studies conducted by experts have previously given warnings about this. One of these studies concluded that aspects of student diversity should be the basis for teachers in carrying out literacy learning to foster motivation to read (Troyer et al., 2019). Good literacy learning carried out by teachers does not necessarily have an impact

on growing students' self-efficacy in reading. Based on this, learning carried out by teachers should not only focus on efforts to achieve literacy skills (Käsper et al., 2018) but should also develop students' self-efficacy during reading (Vansteelandt et al., 2020). Teacher performance and assignments given by them to students which are not oriented towards growing students' motivation to read will fail to foster students' intrinsic motivation to read (You et al., 2016), especially when extrinsic motivation is also proven to have insignificant effect on children's reading literacy skills (Wang et al., 2020).

The results of other studies showed that interest has an effect on children's reading motivation. In addition, interest has also an effect on their reading literacy skills. Another thing is that reading motivation has an effect on students' reading literacy skills. Both results are in line with preceding studies which nearly all of them concluded that interest and motivation affect children's reading literacy skills.

There are several implications that can be drawn from this study. First, improving children's reading literacy skills can begin from parents being more involved in fostering a reading culture at home. Parents must provide reading facilities so that children will be motivated to read. They should also wisely control the use of gadgets of their children so that it does not negatively impact their interest to read. Wise regulation will still foster children's interest in reading so that their reading literacy skills also continue to improve.

To build strong extrinsic motivation in children to read, schools play an important role in fostering children's reading motivation. Several school programs that function to appreciate reading children and challenge children to read need to be implemented. Improving teaching human resources by the school is also important. The important thing to emphasize is that teachers must be able to play their role in improving children's reading motivation and at the same time fostering their self-efficacy. In learning, the teacher must use processes and materials that are differentiated according to the needs of children in reading (Wigfield et al., 2016). Assignments given by the teacher should consider the background of the child (Troyer et al., 2019) so as not to kill their reading motivation.

Efforts to foster interest and motivation must be carried out because these two things have a significant effect on children's literacy skills. This nurturing must be done both in terms of intrinsic elements of children and extrinsic that can be undertaken by teachers and parents. The balance in this development of interest and motivation is believed to be the key to further foster literacy skills of future Indonesian children.

6. Conclusion

This study concludes that there are several factors influence children's literacy skills. Interest and motivation have been shown to significantly affect children's literacy skills. Children's interest in reading is influenced by the reading facilities at home and the wise use of gadgets under the supervision of parents' guidance. It is predicted that children's interest in reading will grow healthily if the parents themselves have good reading culture. Children's motivation to read is not directly influenced by teacher performance in class. In fact, giving excessive reading assignments to students has a negative effect on children's motivation to read. On this basis, good school programs in fostering children's reading literacy must also be followed by teacher training so that teachers do not only focus on improving literacy skills but are also wiser in cultivating children's self-efficacy and motivation in reading.

Limitation

The study was limited to the specific geographical area, it was students' elementary schools in West Java, which doesn't represent the broader context. The focus of the study is to investigate the interests and motivations of reading literacy in elementary school students. Therefore, the research results may not be fully generalized to other regions in Indonesia with different cultural and educational backgrounds. In addition, this research is also limited to

extrinsic factors that affect students' interest and motivation in reading literacy, such as parental support, school environment, and teachers' performance in teaching learning.

Recommendation

Considering finding result, it is recommended to involve broader area of elementary schools in many different areas in Indonesia, so it can be portrayed generally the comprehensive condition of students' reading literacy and the factors contributing to the interest and motivation of students' literacy can be identified more clearly. Besides, the study can use not only questionnaire but also interview to gain deeper data. The use of interviews obtains more in-depth and qualitative data, providing an opportunity for students to share personal experiences, views, and challenges they face related to reading literacy. This technique can help reveal nuances that are not reached by the questionnaire, thus providing a more holistic understanding of the factors that affect student literacy. By doing this more comprehensive approach, it is hoped that the research results can provide better insight for educators and policy makers in designing effective strategies to increase interest and reading skills among students in Indonesia.

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Conflict of Interest

The authors declare that they have no financial relationships relevant to this article or conflicts of interest to disclose.

Declaration of Generative AI-assisted Technologies

This manuscript was prepared without the assistance of Generative AI. All intellectual contributions, critical analyses, and final revisions were conducted by the authors. The authors take full responsibility for the accuracy, originality, and integrity of the content presented in this work.

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