



DEVELOPING AN INTERACTIVE MINI LIBRARY THROUGH THE “AKU SUKA BACA” PROGRAM TO ENHANCE READING INTEREST

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Abstract

This study developed and evaluated an Interactive Mini Library through the Aku Suka Baca program to support students' reading interest, achievement, and engagement in community-based non-formal education. A convergent mixed-methods approach was employed within a Research and Development framework adapted from Borg and Gall, involving 13 elementary school students at Sikkola Rakyat Rumah Belajar Jalur Hijau. The program integrated printed and digital literacy resources, interactive reading activities, and volunteer mentoring. Data were collected through questionnaires, reading tests, engagement observations, field notes, and program documentation. Results showed a slight increase in reading interest ($M = 33.54$ to 35.15), although the difference was not statistically significant ($Z = 1.226$, $p = .220$). Student engagement reached 87.2%, exceeding the 80% target. However, reading achievement declined from 73.85 to 64.31, with no statistically significant difference ($t = 1.445$, $p = .174$). These findings suggest that the program supported student engagement but did not demonstrate significant improvements in reading interest or achievement. The proposed hybrid literacy model offers a preliminary framework for community-based literacy initiatives, warranting further evaluation with larger samples, longer implementation periods, and comparison groups.

Keywords: Interactive Mini Library; Reading Interest; Community-Based Literacy; Non-Formal Education; Volunteer Mentoring.

INTRODUCTION

Reading plays a central role in children's academic development because it supports language acquisition, knowledge construction, and the development of critical thinking skills (Agustin & Suprapti, 2024). Beyond the ability to decode written symbols, reading enables learners to interpret information, expand their experiences, and engage with ideas in meaningful ways. For elementary school students, reading interest is particularly important because it encourages sustained engagement with reading activities and contributes to literacy achievement. Previous studies have consistently reported positive relationships between reading interest, reading comprehension, and learning outcomes among elementary school students (Dewani et al., 2024; Mufidah & Wachidah, 2023). These findings suggest that literacy development requires not only access to reading materials but also learning environments that motivate children to read voluntarily and regularly.

Although various literacy initiatives have been implemented in Indonesia through schools, libraries, and community programs, maintaining children's active participation in reading activities remains a challenge. Research indicates that reading interest is influenced by a combination of internal and external factors, including motivation, reading habits, family support, literacy facilities, learning environments, and literacy program implementation (Apriani et al., 2025; Firdasari & Astuti, 2023; Hamzah et al., 2023; Sayekti et al., 2023). School-based literacy programs have demonstrated positive potential; however, their effectiveness often depends on the availability of appropriate resources and meaningful literacy experiences that encourage children to engage with reading materials actively rather than passively (Maryanah & Maknun, 2023). Therefore, creating supportive literacy environments remains an important priority for improving children's engagement with reading.

The need for such environments becomes even more apparent in community-based non-formal education settings. Community learning centers and literacy communities frequently serve children who have limited access to educational resources outside school hours. One example is Sikkola Rakyat Rumah Belajar Jalur Hijau, a community learning center located in a densely populated area of Medan that provides

educational support for children from economically disadvantaged families. The learning center serves children ranging from kindergarten to upper elementary levels and is facilitated by volunteers from several universities. Preliminary observations revealed several challenges related to literacy activities, including limited reading materials, minimal literacy facilities, and learning activities that were largely dependent on the creativity and personal resources of volunteers. Although volunteers regularly supported children's learning, literacy activities were not yet supported by an integrated literacy environment capable of sustaining children's interest and engagement in reading. These conditions indicate the need for literacy innovations that are both accessible and suitable for community-based educational contexts.

Reading interest refers to an individual's tendency to pay attention to, enjoy, and voluntarily participate in reading activities (Fadlillah & Wachidah, 2022). In elementary school contexts, reading interest can be reflected through students' attention during reading activities, enjoyment of reading experiences, willingness to choose reading materials independently, and persistence in completing reading tasks. Previous studies have shown that students with higher reading interest tend to demonstrate better reading comprehension and literacy performance (Dewani et al., 2024; Mufidah & Wachidah, 2023). Since reading interest develops through interactions between learners and their environments, efforts to strengthen literacy outcomes should focus not only on learners themselves but also on the quality of literacy experiences available to them.

One approach that has been widely used to improve access to literacy resources is the development of mini libraries. Mini libraries provide children with opportunities to interact with books and other reading materials in schools, homes, and community settings (Gunawati et al., 2022; Hamidi et al., 2023; Nikmah et al., 2024). However, increased access to books alone does not necessarily lead to stronger reading interest. Children require literacy experiences that encourage active participation, exploration, discussion, and interaction with texts. Consequently, mini libraries need to function not only as repositories of reading materials but also as interactive literacy environments that support meaningful engagement with reading activities. In this study, an Interactive Mini Library is conceptualized as a literacy environment that integrates printed reading

resources, interactive learning materials, structured literacy activities, and digital literacy support within a single learning ecosystem.

Recent developments in educational technology have also created opportunities to enrich literacy experiences through interactive media. Among these technologies, Augmented Reality (AR) has gained attention for its potential to enhance learners' engagement and participation in reading activities. Previous studies have reported that AR-based learning media can support reading interest, reading engagement, and reading comprehension by providing interactive and multimodal learning experiences (Dafit et al., 2026; Danaei et al., 2020; Lubis et al., 2025; Muthmainnah et al., 2026). Research on AR-supported storybooks has further demonstrated that digital enhancements can help children visualize story content, understand narrative sequences, and interact more actively with reading materials (Jannah et al., 2025; Laksana et al., 2025). Nevertheless, technology alone is insufficient to sustain literacy development. Effective literacy programs also require guidance and facilitation that help learners interact meaningfully with reading materials.

In community-based literacy settings, volunteers often play an essential role as facilitators who support children's reading activities, encourage participation, and create positive literacy experiences. Studies on community literacy programs have emphasized the importance of collaboration among facilitators, communities, and learners in fostering literacy development (Mahmudah et al., 2025; Suherman et al., 2025). Through mentoring, discussion, and guided reading activities, volunteers can help children maintain engagement and develop positive attitudes toward reading. Therefore, literacy interventions in community settings should consider not only learning resources and technology but also the human support systems that enable those resources to be used effectively.

Previous studies have examined mini libraries, community literacy programs, AR-based literacy media, and volunteer-supported literacy activities. However, the reviewed studies tended to focus on specific aspects of literacy intervention. Research on mini libraries primarily emphasized expanding access to reading materials (Gunawati et al., 2022; Putri Syahida et al., 2025), whereas studies on AR concentrated on technology-

enhanced reading experiences (Danaei et al., 2020; Jannah et al., 2025; Lubis et al., 2025). Other studies highlighted the role of facilitators and community participation in literacy development (Mahmudah et al., 2025; Suherman et al., 2025). Despite their contributions, limited attention has been given to integrating physical literacy resources, digital literacy tools, structured reading activities, and volunteer mentoring within a unified literacy framework for community-based non-formal education.

To address this gap, the present study developed an Interactive Mini Library through the “Aku Suka Baca” program at Sikkola Rakyat Rumah Belajar Jalur Hijau. The program integrates several complementary components, including interactive folklore storybooks, literacy cards, worksheets, QR code-supported digital content, a literacy website, simple AR features, and volunteer upskilling activities. Rather than functioning merely as a collection of books, the Interactive Mini Library was designed to create a literacy ecosystem in which printed materials, digital resources, interactive learning activities, and facilitator support work together to enhance children's reading experiences. The inclusion of volunteer upskilling was intended to strengthen facilitation quality and ensure that literacy activities remained engaging, structured, and responsive to learners' needs.

The novelty of this study lies in the development of a community-based hybrid literacy model that integrates physical literacy media, digital literacy resources, interactive reading activities, and volunteer mentoring within a single literacy environment. By combining these complementary elements, the study offers a practical approach for strengthening literacy engagement in non-formal educational settings with limited resources. Therefore, this study aims to develop and implement the Interactive Mini Library through the “Aku Suka Baca” program and to examine changes in students' reading interest and engagement following their participation in the program. The findings are expected to contribute practical and conceptual insights for the development of community-based literacy programs, particularly in contexts where literacy facilities and educational resources remain limited.

METHOD

This study employed a convergent mixed-methods approach within a Research and Development (R&D) framework to develop and evaluate an Interactive Mini Library through the *Aku Suka Baca* program. This approach enabled the simultaneous collection of quantitative and qualitative data, which were analyzed separately and integrated during interpretation to provide a comprehensive understanding of program implementation and outcomes (Creswell & Creswell, 2018). The development process was adapted from Borg and Gall (1983) and organized into six stages: needs analysis, product design, product development, limited implementation, evaluation, and revision. The developed product integrated interactive folklore storybooks, character and scene cards, vocabulary cards, worksheets, a literacy website, QR-code-supported resources, and augmented reality (AR) features. Before implementation, the prototype underwent an informal review by an elementary education lecturer to obtain feedback for refinement.

The study was conducted at *Sikkola Rakyat Rumah Belajar Jalur Hijau*, a community-based non-formal educational institution. Participants included 13 elementary school students in Grades 4–6, aged approximately 10–12 years, selected through purposive sampling based on active program participation, a minimum attendance rate of 75%, and availability throughout the two-week implementation period. Institutional permission was obtained, and parents were informed about student participation through the institution. Program outcomes were evaluated using a one-group pretest–posttest design without a comparison group.

Quantitative data were collected using reading-interest questionnaires, reading-comprehension tests, and student-engagement observation sheets. Reading interest was measured using eight items on a five-point Likert scale, yielding a maximum score of 40. Reading comprehension was assessed using ten items covering story comprehension, vocabulary, and narrative sequencing through multiple-choice, short-answer, and open-ended questions. Student engagement was assessed by literacy volunteers using five indicators: enthusiasm and attention, interaction with learning materials, independence, responsiveness, and social interaction. Each indicator was rated on a four-point scale, with a maximum total score of 20. Qualitative data were collected through field notes, activity

records, and photographic documentation to capture student responses and implementation experiences.

Quantitative data were analyzed using IBM SPSS Statistics. Descriptive statistics summarized the mean scores and standard deviations, while the Shapiro–Wilk test assessed the normality of paired score differences. Changes in reading interest were examined using the Wilcoxon signed-rank test because the normality assumption was not met, whereas reading-comprehension scores were analyzed using a paired-samples t-test. Effect sizes were estimated using Cohen's d, and student engagement was expressed as a percentage of the maximum possible score. Qualitative data were analyzed through data reduction, organization, and thematic interpretation. Findings from both datasets were integrated during the interpretation stage to identify convergences, differences, and contextual explanations of program outcomes. Given the small sample size, short implementation period, absence of a comparison group, and lack of formal instrument reliability testing and standardized expert validation, the findings were interpreted as preliminary rather than conclusive evidence of program effectiveness.

RESULT AND DISCUSSION

Literacy Needs Analysis for the Development of the Interactive Mini Library

The needs analysis was conducted through observations, discussions with community partners, and a review of existing literacy resources at Sikkola Rakyat Rumah Belajar Jalur Hijau. The analysis identified four primary areas requiring attention: students’ reading abilities, reading interest, literacy resources, and volunteer facilitation.

Table 1. Literacy Needs Analysis Results

Aspect	Findings
Reading ability	Several students experienced difficulties in reading fluently and understanding story content independently.
Reading interest	Students participated in literacy activities, but sustained engagement and enthusiasm for reading were not consistently observed.
Literacy resources	Approximately 30 books were available; however, many were intended for university students and adult readers, making them less suitable for elementary school students.
Facilitation	Volunteers required additional support, learning media, and guidance to facilitate literacy activities effectively.

The findings suggest that literacy challenges were associated not only with students' reading skills but also with the suitability of available learning resources and the availability of instructional support. Although reading materials existed, many of them were not aligned with the age, reading level, and interests of elementary school students. Consequently, access to books alone was insufficient to create meaningful literacy experiences.

These findings are consistent with studies emphasizing that literacy development is influenced by environmental support, literacy facilities, and the quality of learning implementation (Hamzah et al., 2023; Maryanah & Maknun, 2023). The needs analysis also informed several design decisions during product development. The limited availability of age-appropriate reading materials encouraged the development of folklore-based literacy content, while the need for instructional support led to the inclusion of volunteer upskilling activities. Similarly, the need for richer literacy experiences motivated the integration of physical and digital learning resources.

Previous studies have reported that the availability of reading materials alone does not automatically foster reading habits. Students also require meaningful interaction with texts, social support, and engaging learning experiences. Therefore, the Interactive Mini Library was designed not merely to provide access to books but also to create a literacy ecosystem that combines reading materials, literacy activities, digital resources, and volunteer facilitation (Gunawati et al., 2022; Putri Syahida et al., 2025).

Development of the Interactive Mini Library

Based on the identified needs, an Interactive Mini Library was developed using a hybrid literacy approach that combined physical learning media with digital resources. The design sought to provide literacy experiences that were accessible, engaging, and appropriate for elementary school students participating in community-based literacy activities.

Table 2. Components of the Interactive Mini Library

Component	Function
Interactive folklore book	Main reading material
Character cards	Supporting character identification
Scene cards	Supporting story sequence comprehension

Vocabulary cards	Supporting vocabulary acquisition
Worksheets	Guiding reading comprehension activities
Website (minilibraryasb.net)	Providing digital literacy resources
QR Codes	Linking physical and digital content
Augmented Reality (AR)	Providing additional visual experiences



Figure 1. Components of the Interactive Mini Library developed

The selection of folklore stories as the primary reading material was based on several considerations. First, folklore contains narrative structures that are generally accessible to elementary school students. Second, the stories present characters, events, conflicts, and moral messages that can be explored through various literacy activities. Third, the stories reflect local cultural values and therefore provide contextual learning experiences.

Character cards, scene cards, vocabulary cards, and worksheets were developed to encourage active engagement with texts rather than passive reading. These components allowed students to identify characters, reconstruct story sequences, explore unfamiliar vocabulary, and discuss story content collaboratively. The design is consistent with previous studies suggesting that interactive literacy activities can support student participation and motivation during reading activities (Suherman et al., 2025). Likewise,

the inclusion of AR features corresponds with studies indicating that augmented reality can provide multimodal learning experiences that may increase students' interest and engagement during literacy learning (Jannah et al., 2025; Sudharsono et al., 2024).

However, technology was not positioned as the central instructional component. Instead, AR, QR Codes, and website resources functioned as complementary tools that enriched reading experiences. Reading, discussion, and social interaction remained the primary focus of the literacy activities. This design reflects an effort to integrate technology in a balanced and contextually appropriate manner within a community-based nonformal education setting.

Volunteer Upskilling as a Supporting Component

The development process also included a volunteer upskilling program designed to strengthen literacy facilitation skills. The program was conducted online through Zoom and involved approximately 30 participants. The session lasted approximately two hours and covered literacy facilitation strategies, interactive storytelling, website utilization, learning media implementation, and mentoring techniques.

The inclusion of volunteer training was based on the understanding that literacy programs depend not only on learning resources but also on human support. Volunteers served as facilitators who guided reading activities, encouraged discussion, assisted students in using literacy media, and supported participation throughout the program.

Previous studies have highlighted the importance of facilitators in sustaining literacy participation and supporting reading engagement (Mahmudah et al., 2025; Muthmainnah et al., 2026; Suherman et al., 2025). Therefore, the outcomes observed in this study should be interpreted as the result of an integrated intervention that combined literacy resources, digital technology, learning activities, and volunteer facilitation rather than the effect of educational media alone.

Implementation of the “Aku Suka Baca” Program

The implementation phase was conducted over a two-week period and involved 13 students who completed both pretest and posttest assessments. During implementation, one practical challenge was the limited number of printed books. Only five printed copies were available for use during literacy activities. To address this

limitation, a hybrid implementation strategy was adopted. Students were temporarily divided into groups to facilitate access to learning materials. However, all participants ultimately experienced the same intervention components, including reading printed books, accessing digital story materials through the website, using QR Codes and AR features, participating in storytelling sessions, and completing worksheets.

Table 3. Program Implementation Pattern

Group/Phase	Activities
Group 1	Reading printed books
Group 2	Accessing digital reading materials
Phase A	Storytelling with volunteers
Phase B	Guided and independent reading
Phase C	Discussion and worksheet activities

The hybrid approach enabled students to access identical literacy content despite limitations in physical resources. Observational records indicated that students actively interacted with both physical and digital components throughout the implementation process. These observations suggest that digital resources may serve as useful complements to physical literacy materials in community-based learning environments.

One objective of the study was to examine changes in students' reading interest following participation in the Interactive Mini Library program.

Table 4. Comparison of Reading Interest Scores

Measurement	Mean	SD
Pretest	33.54	4.16
Posttest	35.15	5.34

The descriptive results indicate an increase in mean reading-interest scores from 33.54 before the intervention to 35.15 after the intervention. Although the increase was relatively modest, it suggests a positive trend in students' responses toward reading activities. To examine whether the observed change was statistically meaningful, a Wilcoxon Signed-Rank Test was conducted. The analysis yielded a value of $Z = 1.226$ with a significance level of $p = .220$. Because the probability value exceeded .05, the difference between pretest and posttest scores was not statistically significant.

These findings indicate that the program was associated with a descriptive increase in reading-interest scores; however, the available evidence does not support a conclusion that the observed change was statistically significant. Several factors may explain this result, including the relatively short duration of the intervention, the small sample size, and individual variations in students' responses.

Nevertheless, observational records showed that students actively participated in storytelling activities, vocabulary exploration, discussions, and interactions with literacy media. Such experiences may have contributed to positive reading experiences, even though the measured increase did not reach statistical significance. This interpretation is consistent with previous studies suggesting that literacy programs can support positive attitudes toward reading and encourage participation in literacy activities (Gulo et al., 2023; Nikmah et al., 2024; Putri Syahida et al., 2025; Tarmidzi & Astuti, 2020). Because the study employed a one-group pretest–posttest design without a comparison group, the findings should be interpreted cautiously. Threats to internal validity, including maturation, testing effects, and external influences during the intervention period, cannot be ruled out.

Student engagement was observed throughout the implementation process using an observation sheet consisting of participation indicators related to literacy activities.

Table 5. Student Engagement During Program Implementation

Indicator	Result
Mean engagement score	17.44
Maximum score	20
Engagement percentage	87.2%
Target percentage	80%

The engagement percentage was calculated using the formula:

$$\frac{17.44}{20} \times 100 = 87.2\%$$

The observed engagement level exceeded the target criterion established for the program. Observational records indicated that students participated in storytelling sessions, reading activities, vocabulary exploration, worksheet completion, group discussions, and interactions with QR Code and AR resources. The engagement findings

should be interpreted descriptively because the observation instrument did not undergo formal reliability testing. Nevertheless, field notes consistently documented active participation across multiple literacy activities. These observations support previous studies emphasizing the importance of interactive learning experiences and collaborative participation in literacy development (Mahmudah et al., 2025; Suherman et al., 2025).

Reading achievement was assessed using a researcher-developed test consisting of ten items, including three multiple-choice questions, three short-answer questions, one vocabulary item, one story-sequencing task, and two essay questions. The maximum possible score was 18.

Table 6. Reading Achievement Scores

Measurement	Mean Score
Pretest	73.85
Posttest	64.31

A paired-samples t-test was conducted to compare pretest and posttest scores. The analysis produced $t = 1.445$ and $p = .174$. Because the probability value exceeded .05, no statistically significant difference was found between the two measurements. The calculated effect size was Cohen's $d = 0.401$, indicating a small-to-moderate effect.

The decrease in average scores should be interpreted cautiously. The reading achievement instrument was developed specifically for this study, and formal evidence regarding test equivalence, validity, and reliability was not available. Consequently, it is difficult to determine whether the decline reflects actual changes in reading comprehension or measurement-related factors.

Moreover, reading interest, engagement, and reading achievement represent distinct constructs. Increased participation in literacy activities does not necessarily result in immediate improvements in reading comprehension, particularly within a relatively short intervention period. Therefore, the reading achievement findings should be considered supplementary evidence rather than definitive indicators of program outcomes. Future studies should employ parallel forms of reading tests, establish stronger evidence of validity and reliability, and implement longer intervention periods to better examine potential changes in reading comprehension.

One contribution of this study is the development of a proposed conceptual framework for literacy learning in community-based nonformal education settings.

**Interactive Mini Library = Physical Media + Digital Media + Reading Activities
+ Volunteer Facilitation**

This framework emphasizes that literacy development may be supported through the interaction of multiple complementary components rather than through a single instructional medium. Physical resources provide direct reading experiences, digital resources extend accessibility, literacy activities encourage active engagement with texts, and volunteer facilitation supports participation and social interaction.

Unlike many mini-library initiatives that primarily emphasize access to reading materials (Gunawati et al., 2022; Putri Syahida et al., 2025), the proposed framework integrates learning resources, technology, literacy activities, and facilitation within a single literacy environment. The framework should therefore be understood as a proposed conceptual model derived from the present development process rather than as a fully validated model.

Several practical implications emerge from the study. The Interactive Mini Library may offer an alternative literacy approach for communities with limited access to formal library facilities. Volunteer training may strengthen the implementation of literacy programs, while simple technologies such as websites, QR Codes, and AR features may enrich literacy experiences when integrated appropriately with reading activities. The products developed in this study including books, cards, worksheets, website resources, and mentoring guidelines, remain available for continued use. Consequently, the model demonstrates potential for continued implementation and adaptation in other community-based literacy contexts. However, additional research involving larger samples, comparison groups, longer implementation periods, and formal product validation is needed before broader conclusions can be drawn.

CONCLUSION

This study reveals that elementary school students' physical literacy in urban Jakarta is shaped by the interplay of parenting practices, school culture, environmental

constraints, and digitalization. Protective—academic parenting prioritizes children's safety and academic achievement, often limiting opportunities for physical exploration. Similarly, restrictive school environments, structured academic schedules, and disciplinary practices create an implicit culture that constrains students' movement experiences. Sedentary behavior therefore emerges not merely as an individual preference but also as an adaptation to limited recreational spaces, traffic-related concerns, and urban social expectations. Furthermore, digitalization tends to shift children's engagement with physical activity toward cognitive and symbolic experiences without necessarily encouraging direct bodily participation. Collectively, these findings highlight a potential disconnect between students' knowledge of physical activity and their opportunities to develop embodied movement competencies.

The study contributes to understanding physical literacy as a culturally situated phenomenon shaped by interactions among family, school, and urban environments. These findings underscore the importance of culturally responsive approaches that extend beyond individual motivation and incorporate supportive parenting, movement-friendly school practices, accessible play spaces, and meaningful integration of digital and physical activities. Such approaches may provide more inclusive opportunities for developing children's physical literacy within urban settings.

Nevertheless, the findings are limited to the sociocultural context of urban Jakarta and primarily reflect teachers' and students' perspectives. Consequently, their transferability to other settings remains uncertain, while parental, community, and institutional perspectives require further exploration. Future research should involve more diverse participants, compare urban and non-urban contexts, and employ longitudinal or mixed-methods approaches to examine how sociocultural conditions influence children's physical literacy over time.

Contributing Author

FPL contributed to the formulation of the research concept and objectives, the development of the Research and Development framework and convergent mixed-

methods design, the coordination of the Interactive Mini Library development through the “Aku Suka Baca” program, data collection, and the preparation of the initial draft of the manuscript. H contributed to strengthening the theoretical foundation related to reading interest, community-based literacy, and interactive literacy environments, as well as reviewing the research design and development process. NBS contributed to the development and implementation of the Interactive Mini Library components, including literacy materials and interactive reading activities, as well as supporting program implementation and data collection. SABS contributed to the development and implementation of digital literacy resources, interactive learning components, and volunteer-supported literacy activities, as well as supporting the documentation of the program implementation. SPRAS contributed to the examination of quantitative and qualitative data analysis procedures, the interpretation of reading-interest, reading-achievement, and student-engagement findings, and the development of the discussion. LG contributed to reviewing the integration and interpretation of the research findings, examining the alignment between the findings and research objectives, and editing the manuscript. All authors contributed to the discussion and interpretation of the research findings, the refinement of the arguments concerning the development of the Interactive Mini Library and its potential to support reading interest and engagement in community-based non-formal education, and the review of the manuscript. All authors have read and approved the final version of the manuscript.

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