

# Analysis of Elementary School Students' Learning Behavior in Literacy-Based Learning

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## Abstrak

Penelitian ini mengkaji perilaku belajar siswa sekolah dasar dalam pembelajaran berbasis literasi dengan fokus pada kebiasaan membaca, strategi belajar, dan keterlibatan siswa. Penelitian menggunakan pendekatan deskriptif kualitatif yang dilaksanakan di SDIT Darussalam dengan melibatkan 30–40 siswa kelas atas sebagai responden utama, serta guru dan orang tua sebagai informan pendukung. Data dikumpulkan melalui angket, wawancara, dan observasi kegiatan literasi di kelas, kemudian dianalisis secara tematik menggunakan model Miles dan Huberman. Hasil penelitian menunjukkan bahwa sebagian besar siswa memiliki kebiasaan membaca harian yang konsisten serta menerapkan strategi belajar aktif seperti membuat catatan dan diskusi reflektif. Siswa juga menunjukkan partisipasi yang tinggi dalam kegiatan literasi sekolah. Kualitas pelaksanaan program literasi, termasuk peran guru sebagai fasilitator dan dukungan orang tua, menunjukkan pola hubungan positif dengan terbentuknya perilaku belajar yang adaptif dan mandiri. Penelitian ini merekomendasikan penguatan peran guru dan keterlibatan orang tua dalam mendukung keberlanjutan program literasi.

**Kata kunci:** pembelajaran berbasis literasi, perilaku belajar, kebiasaan membaca, keterlibatan siswa, pendidikan dasar.

## Abstract

This study examined elementary school students' learning behavior in literacy-based learning, focusing on reading habits, learning strategies, and student engagement. The research employed a descriptive qualitative approach at SDIT Darussalam, involving 30–40 upper-grade students, supported by teachers and parents as informants. Data were collected through questionnaires, interviews, and classroom observations and analyzed using thematic procedures based on the Miles and Huberman model. The findings indicated that most students demonstrated consistent daily reading habits and applied active learning strategies such as note-taking and reflective discussions. Students also showed high participation in school literacy activities. The quality of literacy program implementation, including teacher facilitation and parental support, showed a consistent positive pattern with the development of adaptive and independent learning behavior. The study suggests strengthening teacher facilitation and parental involvement to sustain literacy development.

**Keywords:** literacy-based learning, learning behavior, reading habits, student engagement, elementary education.

## 1. INTRODUCTION

Literacy-based learning has increasingly become a central concern in elementary education due to its foundational role in shaping students' reading competence, critical thinking, and long-term academic development. International large-scale assessments continue to indicate disparities in reading achievement, particularly in developing educational contexts, underscoring the urgency of strengthening literacy instruction at the primary level (OECD, 2023). Research on educational equity also emphasizes that access to rich literacy environments significantly influences children's cognitive growth and future academic trajectories (Neuman & Celano, 2019). Interventions targeting sustained reading engagement

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have been shown to reduce literacy gaps, especially among economically disadvantaged students (Allington et al., 2020).

Beyond structural policy efforts, a substantial body of research highlights the importance of cultivating consistent reading habits. Longitudinal and meta-analytic studies demonstrate that reading for pleasure and habitual independent reading are positively associated with improved comprehension, vocabulary growth, and academic achievement (Mol & Bus, 2019; McGeown et al., 2020; Sullivan & Brown, 2020). Structured independent reading time in classrooms further contributes to measurable literacy growth when supported by instructional guidance (Reutzel et al., 2021). Classroom practices that foster intrinsic reading motivation, including choice of texts and meaningful discussion, are also recognized as key contributors to sustained reading engagement (Gambrell, 2021).

Reading achievement, however, is not determined solely by exposure to texts. Contemporary literacy research increasingly frames reading as a multidimensional process involving motivation, engagement, and strategic regulation (Alexander & Jetton, 2020). Studies indicate that students' motivational orientations significantly influence the depth of processing and persistence in literacy tasks (Wigfield et al., 2021). Dimensions of reading motivation such as curiosity, self-efficacy, and value beliefs have been empirically linked to observable reading behaviors (Schiefele et al., 2021). Classroom contexts that intentionally integrate motivational supports into literacy instruction demonstrate stronger engagement and higher achievement outcomes (Klauda & Guthrie, 2020; Guthrie et al., 2021). Furthermore, policy-oriented analyses argue that engagement acts as a mediating mechanism connecting instructional practices to academic performance (Barber & Klauda, 2020).

Another critical dimension concerns students' learning strategies and self-regulatory capacities. Research in educational psychology emphasizes that comprehension is enhanced when students employ active cognitive strategies such as summarizing, questioning, and reflective note-taking (Paris & Hamilton, 2021; Duke et al., 2021). Executive functioning skills also contribute significantly to reading comprehension development over time (Cartwright et al., 2020). Self-regulated learning behaviors including goal setting and monitoring comprehension are positively associated with literacy achievement (Wolters & Taylor, 2020). These findings collectively suggest that literacy-based learning must address not only reading frequency but also the strategic and metacognitive processes underpinning comprehension.

Teacher practices play a decisive role in shaping literacy outcomes. Evidence synthesis from instructional research indicates that effective teaching practices have substantial impact on student achievement when feedback, scaffolding, and explicit strategy instruction are integrated into classroom routines (Hattie, 2020). Empirical research further demonstrates that structured reading instruction grounded in evidence-based principles enhances literacy growth across elementary grades (Pressley & Allington, 2020; Kim & Quinn, 2021). Studies on comprehension instruction underscore that teachers' pedagogical expertise and facilitative roles significantly influence students' depth of understanding (Snow & Matthews, 2020). Thus, literacy-based learning requires sustained professional engagement from teachers who function not merely as transmitters of content but as facilitators of reading development.

Family environments also contribute meaningfully to literacy formation. Early and ongoing home literacy practices are associated with stronger reading development and academic persistence (Hindman et al., 2021). Longitudinal studies reveal that parental involvement in

shared reading activities positively influences children's reading motivation and skills (Georgiou et al., 2021; Farrant & Zubrick, 2020). These findings reinforce the view that literacy is embedded within broader socio-contextual interactions rather than confined to school-based instruction alone.

In parallel, the evolving landscape of digital literacy introduces new dimensions to elementary reading practices. Integration of digital tools can enhance engagement when aligned with pedagogical objectives (Cho & Afflerbach, 2022). Empirical studies examining digital literacy practices demonstrate that technology-supported instruction influences student engagement patterns (Zhou & Yadav, 2022). Teachers' readiness to adopt digital literacy approaches also depends on pedagogical beliefs and institutional support structures (Scherer et al., 2021). Consequently, contemporary literacy-based learning must negotiate both traditional and digital reading modalities.

While extensive research documents the benefits of literacy programs, many investigations emphasize macro-level outcomes such as standardized test scores or general program effectiveness. Less attention has been directed toward micro-level analysis of students' learning behavior during the implementation of literacy-based instruction. Understanding how reading habits, learning strategies, and engagement behaviors manifest in concrete classroom contexts is essential for explaining variations in literacy outcomes. Prior research suggests that the quality of classroom reading environments influences literacy performance (Martin-Chang et al., 2020), and that reading behavior is shaped by dynamic interactions between instruction, motivation, and social context (Pellegrini & Galda, 2020). Reading development is also influenced by early academic experiences and sustained exposure to print-rich environments (Cunningham & Stanovich, 2020; Zinsser et al., 2020).

Despite this robust theoretical foundation, empirical gaps remain in contextualized analyses within Indonesian elementary school settings. Although policy initiatives encourage literacy integration, systematic examination of how students' behavioral dimensions align with program implementation quality remains limited. The interaction between frequency of literacy activities, teacher facilitation, and parental involvement warrants closer qualitative investigation.

Accordingly, this study seeks to explore elementary students' learning behaviors specifically reading habits, literacy learning strategies, and engagement levels within the context of literacy-based learning implementation. Rather than testing statistical hypotheses, the study aims to describe and interpret patterns of behavior in relation to the quality of program implementation. By integrating behavioral indicators with contextual factors such as teacher roles and parental support, the study contributes a microanalytic perspective that bridges macro literacy policy discussions with classroom-level processes. This approach extends existing scholarship by situating literacy development within an interactive ecosystem of instructional practice, student agency, and environmental support.

## **2. METHOD**

This study employed a descriptive qualitative design to explore elementary school students' learning behavior within the context of literacy-based learning. The qualitative approach was selected to enable an in-depth and contextual understanding of students' reading habits, learning strategies, and engagement as they naturally occurred in classroom literacy activities

(Creswell & Poth, 2018). Rather than testing statistical hypotheses, the study focused on describing and interpreting behavioral patterns and their relation to the quality of literacy program implementation.

The research was conducted at SDIT Darussalam during the even semester of the 2025/2026 academic year. The participants consisted of 30–40 upper-grade students (Grades IV–VI) who actively participated in school literacy programs. Teachers and parents were involved as supporting informants to provide complementary perspectives and to strengthen data triangulation. Participants were selected purposively based on their direct involvement in literacy-based learning activities.

Data were collected using three primary techniques: questionnaires, semi-structured interviews, and classroom observations. The questionnaires included both closed and open-ended items developed from indicators of literacy-related learning behavior, such as daily reading habits, literacy learning strategies (e.g., note-taking and reflection), and student involvement in school and home reading activities. The closed items were used to obtain descriptive frequency patterns, while the open responses provided qualitative insights into students' experiences. Semi-structured interviews with teachers and parents were conducted to explore perceptions regarding the implementation of literacy activities and the support provided to students. Classroom observations were carried out to document students' participation, interaction, and engagement during literacy sessions.

Data analysis followed the interactive model proposed by Miles and Huberman (2014), which involved three stages: data reduction, data display, and conclusion drawing. In the reduction stage, relevant data were selected and coded based on emerging behavioral categories. In the display stage, patterns of reading habits, strategies, and engagement were organized into thematic matrices to facilitate interpretation. The final stage involved drawing conclusions by identifying recurring patterns and relationships between student behavior and literacy program implementation.

To ensure trustworthiness, the study applied source and method triangulation by comparing findings from questionnaires, interviews, and observations. Member checking was conducted with selected participants to confirm the accuracy of interpretations. Ethical considerations were maintained through formal school approval, voluntary participation, confidentiality of respondents' identities, and clear communication of the study's objectives.

### **3. RESULT AND DISCUSSION**

#### **Result**

Consistent with the descriptive qualitative design and the interactive analysis model of Miles and Huberman (2019), the findings are presented thematically based on data reduction, data display, and conclusion drawing. The results are organized into three major categories that emerged from coding and categorization: (1) reading habits, (2) literacy learning strategies, and (3) student engagement in literacy activities. The findings are derived from triangulated data sources, including questionnaires, semi-structured interviews, and classroom observations.

#### ***1. Reading Habits in Literacy-Based Learning***

During the data reduction stage, questionnaire responses and interview transcripts were coded under categories such as *frequency of reading*, *types of reading materials*, and *reading context (school/home)*.

The data display in thematic matrices revealed that most students demonstrated consistent daily reading habits. Students reported participating in structured morning reading sessions at school as well as independent reading at home. Observational data confirmed that morning reading activities were conducted regularly before formal lessons began. Students were seen selecting books independently, reading silently, and occasionally sharing short reflections with peers.

Interview data with teachers supported these findings. Teachers described literacy routines as part of school culture rather than occasional programs. Parents also reported that several students had begun requesting reading time at home, indicating a transfer of literacy habits beyond school settings.

From the triangulated data, a recurring pattern emerged: consistent literacy scheduling at school contributed to the formation of structured reading habits among students. The qualitative emphasis here is not on numerical generalization but on identifying behavioral patterns supported across multiple data sources.

## **2. Literacy Learning Strategies**

The second category focused on how students approached reading cognitively and behaviorally. During coding, responses were grouped under indicators such as *note-taking*, *summarizing*, *peer discussion*, and *personal reflection*.

Questionnaire open-ended responses showed that many students described strategies such as underlining important sentences, writing short summaries, and discussing stories with classmates. Classroom observations strengthened these findings: students were frequently guided by teachers to retell stories, identify moral values, or express opinions about texts.

Interview data revealed that teachers intentionally designed follow-up literacy tasks to encourage deeper processing of texts. Rather than limiting literacy activities to silent reading, teachers integrated reflective questions and collaborative discussions. Parents also noted that some children voluntarily retold stories at home or asked questions related to their reading materials.

Thematic data display demonstrated that literacy learning strategies were facilitated through teacher scaffolding. The analysis suggests that students' literacy behavior involved active engagement with text rather than passive reading. This indicates that the literacy program fostered cognitive involvement aligned with reflective learning principles.

## **4. Student Engagement in Literacy Activities**

The third major theme emerging from data analysis was student engagement. Codes related to *participation*, *enthusiasm*, *interaction*, and *program involvement* were grouped under this category.

Observation data indicated that students participated actively during literacy sessions. They showed attentiveness during reading time and responded willingly when invited to share reflections. Programs such as class reading corners and collaborative literacy projects encouraged interaction among students.

Interviews with teachers emphasized that structured literacy initiatives increased students' confidence and willingness to speak. Parents confirmed behavioral changes such as improved focus and increased curiosity about reading materials.

Through data triangulation, engagement was consistently linked to structured implementation. Classrooms where teachers actively facilitated discussion and provided varied reading materials demonstrated stronger visible participation.

Following the conclusion-drawing stage of the interactive model, relationships among the three themes became evident. Reading habits, literacy strategies, and engagement were not independent dimensions but interconnected behavioral patterns.

The data indicate that:

- Routine literacy scheduling supported the formation of consistent reading habits.
- Teacher-guided strategies strengthened cognitive processing of texts.
- Parental involvement reinforced literacy behavior beyond classroom contexts.

The triangulated findings suggest that literacy-based learning at SDIT Darussalam influenced students' adaptive and reflective learning behaviors. Behavioral changes were particularly visible in classrooms where literacy routines were implemented consistently and supported by facilitative teaching practices.

## Discussion

Drawing on the findings and supported by relevant literacy scholarship, this study concludes that literacy-based learning at SDIT Darussalam contributes meaningfully to the development of structured reading habits, active literacy strategies, and sustained student engagement. These dimensions function interactively rather than independently, reflecting a holistic literacy environment shaped by routine practice, guided instruction, and home support.

First, the establishment of daily reading routines confirms the importance of habitual reading in strengthening cognitive and motivational foundations. This aligns with the argument of Cunningham and Stanovich (2019), who emphasize that consistent reading practice significantly enhances cognitive growth and long-term academic development. Similarly, Alexander and The Disciplined Reading and Learning Research Laboratory (2020) highlight that disciplined and sustained engagement with texts is essential for developing 21st-century reading competence. The structured literacy routines observed in this study reflect this principle, as students demonstrated discipline and increased familiarity with reading as part of their daily academic culture.

Second, the presence of active literacy strategies such as note-taking, summarizing, peer discussion, and reflective rewriting indicates deeper cognitive processing. These findings resonate with Castles, Rastle, and Nation (2018), who argue that effective reading acquisition requires systematic and cognitively engaging instructional approaches. Furthermore, Duke, Ward, and Pearson (2021) emphasize that comprehension instruction must involve guided practice and strategic processing rather than passive exposure to texts. The classroom practices documented in this research demonstrate alignment with these evidence-based literacy principles.

Third, teacher facilitation emerged as a decisive factor in shaping students' literacy behavior. In line with socio-constructivist perspectives advanced by Lev Vygotsky (1978), literacy development occurs through guided interaction within structured learning environments. Teachers in this study functioned as literacy mentors who scaffolded reflective dialogue and encouraged meaning-making processes. This pattern is consistent with findings reported by OECD (2023) and International Association for the Evaluation of Educational Achievement (2023), which underline the central role of instructional quality and teacher guidance in improving reading outcomes globally.

Fourth, parental support provided complementary reinforcement. The findings correspond with research by Farrant and Zubrick (2020), who demonstrate that early and sustained home reading activities positively influence literacy development. Similarly, Zhang and Bingham (2022) emphasize the significance of a supportive home literacy environment. In this study, however, parental influence functioned as a reinforcing factor rather than the

primary determinant, as structured school-based literacy practices remained the central driver of observable classroom behavior.

The study also acknowledges emerging challenges related to digital reading engagement. As noted by Maryanne Wolf (2018), digital reading environments may alter attention patterns and reflective depth. Therefore, literacy programs must integrate digital formats thoughtfully to maintain critical and reflective reading skills. Reports from UNESCO (2023) further suggest that technology integration in education must balance accessibility with cognitive quality to ensure meaningful literacy development.

From a methodological perspective, the study's conclusions are grounded in qualitative trustworthiness principles outlined by Lincoln and Guba (1985), as well as interactive data analysis procedures proposed by Miles, Huberman, and Saldaña (2014). Through triangulation and member checking, the findings represent credible interpretations of participants' literacy experiences within their natural classroom context.

In conclusion, literacy learning behavior in this Indonesian elementary school context develops through the dynamic interaction of structured reading routines, cognitively engaging instructional strategies, teacher facilitation, and supportive home environments. Consistent with global literacy scholarship, particularly the framework articulated by Alexander (2020), competence in reading for the future requires disciplined practice, strategic engagement, and social support systems. This study contributes a microanalytic qualitative perspective by documenting how literacy program implementation is reflected in observable behavioral patterns, thereby reinforcing the understanding that literacy development is both socially constructed and systematically cultivated within structured educational settings.

## **5. CONCLUSION**

This study concludes that elementary school students' learning behavior in literacy-based learning at SDIT Darussalam is shaped through the interaction of structured reading habits, active literacy learning strategies, and consistent engagement in school literacy activities. Students who regularly participated in daily reading programs and were guided through reflective activities such as note-taking and discussion demonstrated more adaptive, focused, and independent learning behaviors.

The findings indicate that the quality and consistency of literacy program implementation play an essential role in supporting positive learning behavior. Teachers who function as literacy facilitators by guiding reflection, encouraging discussion, and designing varied literacy activities contribute significantly to the development of students' reading discipline and metacognitive awareness. In addition, parental involvement in supporting reading activities at home strengthens students' engagement and reinforces literacy routines established at school.

The study highlights that literacy-based learning does not merely improve reading exposure but also fosters reflective and self-regulated learning behavior when implemented systematically. Schools with consistent literacy structures and collaborative support between teachers and parents tend to create a more sustainable literacy ecosystem that encourages curiosity, participation, and learning independence among students.

Based on these findings, it is recommended that school administrators strengthen structured literacy programs by ensuring regular reading sessions, reflective follow-up activities, and teacher professional development focused on literacy facilitation skills. Teachers are encouraged to design diverse and interactive literacy activities that integrate reflection and discussion rather than relying solely on silent reading. Furthermore, schools should actively involve parents through home-based reading initiatives and monitoring mechanisms such as reading journals or literacy portfolios. Future research may explore the

integration of digital literacy practices and longitudinal monitoring of literacy-related learning behavior to better understand how early literacy engagement influences students' long-term academic development.

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