AN ANALYSIS OF READING HABITS AMONG SENIOR HIGH SCHOOL STUDENTS

Trio Mardiansah[1], Mimin Aminah[2], Dody Wahyudi Purnama[3]

[1,2,3]Universitas Subang
E-mail : triomardiansah2000@gmail.com[1], miminaminah@unsub.ac.id[2], dodywp@unsub.ac.id[3]

ABSTRACT

This study analyzes the reading habits of students at SMK Bhakti Kencana Subang and the factors that influence them. Using a qualitative approach with 11th-grade students from the 2025/2026 academic year as participants, data were collected through observation, semi-structured interviews, and focus group discussions (FGDs). Data validity was achieved through methodological triangulation, while data analysis was conducted using thematic analysis, including open coding, axial coding, and selective coding. The results indicate that students' reading habits are fairly good, supported by the school's literacy program. Students read for 10–15 minutes per session, using both print books and digital media, including fiction, nonfiction, and e-books. Intrinsic motivations, such as curiosity and the pursuit of knowledge, serve as the primary drivers, with support from the school and teachers playing a positive role. However, they face obstacles from electronic devices, social media, and issues related to low motivation. The conclusion states that students' reading habits are influenced by motivation, the school environment, and the challenges of the digital age. Sustained efforts are needed from schools, teachers, and students to create an engaging literacy environment, enhance reading motivation, and use technology wisely.

Keywords : *Reading Habits, Reading Motivation, Literacy, High School Students, Qualitative Research.*

INTRODUCTION

Reading is one of the most important language skills that supports students' academic achievement and personal development. Through reading, students can improve their vocabulary, comprehension, critical thinking, and communication skills. Reading also broadens knowledge, develops creativity, and encourages lifelong learning. In today's information era, students are expected to have good reading habits because the ability to understand and evaluate information is essential for educational success and future careers. Reading habits refer to the routine and consistency of students in reading various types of materials, both printed and digital. Students who read regularly tend to have better academic performance because they gain more knowledge and are able to understand learning materials more effectively.

Previous studies have shown that reading habits are influenced by several factors, such as reading motivation, the school environment, the availability of reading materials, teacher support, and literacy programs. These factors play an important role in encouraging students to develop positive reading habits. Despite the importance of reading, many students still experience difficulties in developing consistent reading habits. The rapid development of technology has shifted students' attention from books to social media and other digital entertainment. As a result, many students spend more time using smartphones than reading books. In addition, low reading motivation, limited time, and lack of interest in reading also become barriers that reduce students' reading frequency and duration. These challenges indicate that improving students' reading habits remains an important issue in education. In Indonesia, literacy achievement is still relatively low compared to many other countries. This condition is reflected in the Programme for International Student Assessment (PISA), which shows that Indonesia's reading literacy performance has declined in recent years. Likewise, literacy development in West Java, including Subang, still requires serious attention.

A previous study examined reading habits among students. It concluded that reading habit enhanced knowledge and broadened information. Reading has good effect for individuals' intellectual growth. The habit of reading could be trained from childhood or youth period, yet reading habits is not about reading textbooks to gain knowledge since reading can be done in leisure time. Reading fiction books as novels, fairytales, magazines improve individuals' perception and language expertise. Family, school and library have a crucial role in students' reading habits. All parties should be cooperative in encouraging students to get used in reading for specific purpose or for relaxing mind. School provides library that can help teachers in driving students to read as many as possible. Although several studies have discussed students' reading habits, only a few have specifically investigated the reading habits of senior high school students in Subang, especially regarding their perceptions of reading, the challenges they face, and the factors that influence their reading behavior. However, it remains unclear how these determinants distinctly shape the reading practices of this particular demographic within the local educational context.

This research holds theoretical and practical significance. Theoretically, this study contributes to the advancement of knowledge in the field of reading habits and reading motivation among high school students. This study provides a deeper understanding of students' reading behavior, including reading frequency, duration, types of reading materials, and reading habits.

Furthermore, this study supports Guthrie and Wigfield's (2000) Theory of Reading Motivation, particularly in explaining how intrinsic and extrinsic motivation influence students' reading habits. This study also fills a research gap regarding the lack of studies focusing on students' reading habits in Subang. Therefore, the findings of this study can enrich the existing literature and serve as a reference for further studies in similar fields. Practically, this research is expected to provide benefits for students, teachers, and schools. For students, the study can help increase awareness of the importance of reading habits in improving knowledge and academic achievement. For teachers, the findings may be used as a reference to develop effective reading activities and learning strategies in the classroom. For schools, this research can provide information to support literacy programs and improve students' reading interest and habits. In addition, future researchers may use this study as a reference for related research on reading habits and literacy development.

Based on these conditions, this study aims to analyze the reading habits of senior high school students in Subang. Specifically, this study is formulated to answer two main research questions: (1) How are the reading habits of senior high school students? and (2) What factors influence the reading habits of senior high school students in Subang? The primary objective is to ascertain the current state of reading habits and the underlying determinants that shape them, particularly in terms of reading motivation, school support, and the challenges encountered in maintaining consistent reading habits, thereby informing future literacy interventions

METHOD

Research Design

This study uses a qualitative research design. Why? Because it allows the researcher to dig deep into students' reading habits. The goal is to understand perceptions, experiences, and motivations. These things can't be measured with numbers alone. They need exploration through direct interaction. The qualitative approach fits the research questions perfectly. We want to know not just how often students read. We also want to understand why they read, what stops them, and how their environment shapes their behavior. Numbers can't capture all that.

Other designs were considered. A quantitative survey would have given us statistics on reading frequency. It could tell us how many students read daily. But it wouldn't explain why some students read more than others. It wouldn't capture the frustration of digital distractions. It wouldn't reveal the joy of finding a good book. So we chose qualitative. This approach lets us capture complexity. It allows for rich, detailed data. It helps us see reading habits as they truly exist in students' daily lives.

Participants

The participants were selected carefully. We used purposive sampling. This means we chose students who could give us rich, relevant information. Eight eleventh-grade students from SMK Kesehatan Bhakti Kencana Subang took part. They were all from the 2025/2026 academic year. We picked students who were actively engaged in reading. They had experiences worth sharing.

Why only eight? Because qualitative research values depth over quantity. Eight participants allowed us to explore each student's story in detail. We could conduct thorough interviews. We could follow up on interesting points. More participants might have meant less depth per person.

We also included supporting participants. Teachers, librarians, and school staff joined the study. They helped us understand the bigger picture. They gave us insights into school policies, literacy programs, and institutional support.

The school itself was chosen for a reason. SMK Kesehatan Bhakti Kencana Subang has an active literacy program. The environment supports reading. This made it an ideal location. The school is at Jl. Ki Hajar Dewantara No. 14A, Dangdeur, Subang District. It's easy to access. The study ran from September 2025 to August 2026. During this time, we collected data through observations, interviews, and focus groups.

Data Collection Methods and Instruments

Three methods were used to collect data. Each served a different purpose. Together, they gave us a complete picture.

Semi-structured interviews came first. We talked with students individually. These conversations explored reading habits, motivations, and challenges. An interview guide helped us stay on track. It covered reading frequency, duration, materials, locations, motivation, and obstacles. But the semi-structured format gave us flexibility. When students said something interesting, we could dig deeper. We could follow unexpected paths. This flexibility is crucial for qualitative research.

Focus group discussions added another layer. We brought students together in small groups. Four students per group. These sessions captured peer dynamics. They showed how friends influence each other's reading. They also revealed collective attitudes toward reading. Sometimes, group discussion sparks ideas that individual interviews miss. People build on each other's thoughts. New insights emerge. Each session lasted about 3 minutes and was audio recorded.

Classroom observations gave us a reality check. We watched students during literacy activities. An observation rubric guided us. It included indicators like reading participation, frequency, duration, materials, concentration, motivation, school environment, teacher support, and challenges. We observed naturally. We didn't interfere with the learning process. This helped us see authentic behavior. Why these three methods? Because they complement each other. Interviews give us personal stories. Focus groups reveal social dynamics. Observations show actual behavior. Together, they provide a complete picture.

Data Collection Procedures

Data collection happened in stages. We started with interviews. The first round included two to four students. We chose them through purposive sampling. They were the initial source of rich information. Interviews were conducted in a comfortable school setting. Students felt relaxed. We recorded audio with their permission. Each interview lasted about 3 minutes.

Then came snowball sampling. After each interview, we asked participants to recommend others. These recommendations helped us find more relevant students. They often knew people who shared similar experiences. We continued this process until we reached saturation. Saturation means no new themes appeared. We had heard all the important ideas.

After interviews, we held focus group discussions. Two groups. Four students each. These sessions created a different dynamic. Students talked together. They responded to each other. Ideas bounced around. This often led to richer insights. Each session lasted about 3 minutes and was audio recorded. We took field notes throughout. These captured things audio couldn't. Body language. Facial expressions. The atmosphere in the room. All this contextual information helped

us understand the data better. All recordings were transcribed verbatim. This means we wrote down every word exactly as spoken. Transcription is time-consuming but necessary. It allows for careful analysis. It ensures accuracy.

Data Analysis Methods

We used thematic analysis. This is a well-established method for qualitative research. It involves identifying, analyzing, and reporting patterns within data. The process has three stages. Open coding was the first step. We read transcripts multiple times. This familiarized us with the data. Then we assigned initial codes. Codes are labels for important ideas. Anything relevant to the research questions got a code. This stage created many small pieces of meaning. Axial coding came next. We grouped the initial codes into broader categories. Related codes came together. We looked for relationships between categories. This helped us identify core themes and sub-themes. We could see the bigger picture emerging.

Selective coding was the final stage. We refined our themes. We made sure they accurately represented the data. We integrated them into a cohesive narrative. This narrative directly addressed the research questions. We supported our themes with direct quotes from participants. This kept us grounded in the data. We used strategies to ensure reliability. Member checking was one. We shared initial findings with participants. They confirmed accuracy. They provided feedback. This helped us avoid misinterpretation. Triangulation was another strategy. We compared data from different sources. Interviews, focus groups, and observations. We looked for consistency. When different methods gave similar results, we gained confidence in the findings. The final analysis gave us a nuanced understanding. We learned about students' reading perceptions. We identified barriers to reading. We discovered strategies students use to overcome challenges. This rich picture is exactly what we set out to find.

Validity of the Data

Credibility matters in qualitative research. We used method triangulation to strengthen it. Collecting data through multiple methods was key. Interviews, observations, and documentation. Each method examined the same phenomenon from a different angle. We could cross-check information. We could verify findings across tools. We also conducted interviews and observations at different times. This temporal triangulation ensured consistency. If students behaved the same way on different days, we knew the data was reliable. We spent extended time in the field. This prolonged engagement built trust with participants. They became more comfortable. They shared more openly. We also gained a deeper understanding of the context.

Reflective journals helped us stay honest. We documented our thoughts, decisions, and potential biases. This increased transparency. Readers could see how we reached our conclusions. All these techniques combined to uphold credibility, confirmability, reliability, and transferability. The results accurately reflect students' lived experiences. They are trustworthy. They can inform educators and policymakers.

RESULT AND DISCUSSION

This section presents results from observations, interviews, and focus groups. The findings are organized around two research objectives: (1) to examine students' reading habits and their

perceptions of reading's importance, and (2) to investigate the challenges students face in developing consistent reading habits.

Reading Habits of High School Students

This sub-section covers reading frequency, duration, preferred materials, reading locations, perceptions of reading's value, and school support.

Reading Frequency and Duration

Students read more at school than at home. School gives them structure. Literacy sessions happen regularly. At home, it depends on mood. Or interest. One student explained:

"My reading routine varies depending on my schedule and environment. At school, I make it a point to participate in the scheduled literacy sessions held during class time. Outside of school, my reading habits become less structured but I still try to read at home, especially if I have a book I am currently invested in. So, I read regularly at school, and occasionally at home." (Interview, RQ1 Q1)

That phrase "make it a point" tells us something. They are committed. School helps them stay committed. Without that structure, reading drops off.

Students read 10 to 15 minutes per session. Not long. But long enough. They feel productive. Not tired. One student said:

"I usually dedicate about 10 to 15 minutes per session for focused reading. This duration is short enough to not feel like a burden but long enough to make some progress in a chapter or article. It fits perfectly into the school's literacy schedule and is also manageable during my free time at home." (Interview, RQ1 Q2)

Short sessions work. Students like them. No pressure. They focus. They make progress. Observations confirmed this. Literacy sessions ran two to three times weekly. Students participated. Teachers supervised. The "Komunitas Lentera Pena" program ran smoothly.

Types of Reading Materials Preferred

Students like fiction. They like non-fiction too. Fiction sparks imagination. Non-fiction gives knowledge. One student shared:

"I enjoy a balanced mix of fiction and non-fiction books. I find that fiction allows me to escape into different worlds and explore my creativity and imagination, while non-fiction helps me learn new facts and broaden my understanding of the real world. I don't limit myself to just one genre, as I like to explore various topics that interest me." (Interview, RQ1 Q3)

They read for fun. They read to learn. Curiosity drives them. Observations showed the library has diverse genres. Students also read digital materials on phones. Webtoons. E-books. Articles.

Reading Locations

Two main places: school and home. School reading is structured. Home reading is casual. One student described:

"My primary reading locations are two very different places. The first is my school, specifically during class hours or dedicated literacy periods, as this is a structured part of our day. The second is my home, where I read more casually and at my own pace during my leisure time. The change of scenery often helps keep my reading experience fresh." (Interview, RQ1 Q4)

"Structured part of our day." Reading is built into school life. It's expected. At home, they have freedom. Observations showed students read in classrooms, library, reading corners, and schoolyard. Different spots for different moods.

Perceptions of Reading's Importance for Academic Performance and Personal Growth

Students understand reading's value. They want knowledge. They want growth. One student said:

"My primary motivation for reading is a genuine desire to gain new knowledge and insights. Every book, whether fiction or non-fiction, offers a new perspective or piece of information that I can add to my personal knowledge base. I believe that reading is a powerful tool for learning, and that curiosity to discover new things is what drives me to pick up a book." (Interview, Motivation Q2)

"Genuine desire." They are not forced. Curiosity drives them. They also care about writing style. Modern language. Relatable topics. One student added:

"My feelings about reading are quite nuanced. What I dislike most is when a book has a lot of 'filler' or a plot that keeps going in circles in the middle, making the story feel stagnant and boring even though it started off well. On the other hand, what I love the most is when a book has an engaging and modern writing style. I am particularly drawn to novels or stories that use language that is easy to understand and relatable to contemporary life, such as the styles popular among Gen Z writers today." (Interview, Motivation Q1)

They notice filler. They hate boring plots. They want stories that move. Modern language matters.

School Support for Reading

The school runs "Komunitas Lentera Pena" two to three times weekly. Morning sessions. 15 minutes each. One student explained:

"Our school has a fairly active approach to reading. We have a literacy program, such as the 'Komunitas Lentera Pena,' that schedules reading sessions 2-3 times a week. These sessions are typically held in the morning for about 15 minutes. Furthermore, the school has been putting effort into improving the school library by adding more book collections and creating a more conducive environment for reading." (Interview, RQ1 Q5)

The program is regular. The library keeps improving. Teachers guide students. Incentive programs like "Sejuta Halaman" motivate them. All of this matters. It creates a reading culture.

Challenges and Barriers in Developing Consistent Reading Habits

This sub-section covers digital distractions, internal barriers, peer influence, and access to materials

Digital Distractions and Gadget Allure

Phones are the biggest obstacle. Students lose focus. Notifications interrupt. One student said:

"The biggest difficulty I face isn't actually the reading itself, but the surrounding distractions. In this digital age, I often struggle to maintain my focus on a physical book. It's very easy to get sidetracked by my phone, whether it's a notification or the temptation to check social media. Internal obstacles also come into play, such as feeling sleepy or experiencing a general lack of motivation, especially when the material isn't immediately gripping." (Interview, Motivation Q3)

Reading itself is not hard. Distractions are. FGD participants agreed. One said:

"I believe the biggest challenge for our generation is the combination of laziness and the powerful allure of our gadgets. Many students today would rather scroll through short-form content like TikTok or Instagram than read a book. This habit of consuming instant, bite-sized content significantly reduces our attention span and desire for long-form reading. The struggle is that while we acknowledge the benefits of reading, we are constantly fighting against the inertia and convenience of our phones. This often leads to procrastination, drowsiness when we actually try to read, and a general disinterest in physical books." (FGD Q1)

Short-form content ruins attention spans. Students know reading is good. But phones are easier. Observations showed students also use phones for reading. Webtoons. E-books. Articles. Phones can be tools too.

Internal Barriers

Students face internal problems. Laziness. Sleepiness. Lack of motivation. One student shared:

"Internal obstacles also come into play, such as feeling sleepy or experiencing a general lack of motivation, especially when the material isn't immediately gripping." (Interview, Motivation Q3)

Boring material kills interest. They also dislike filler content. One student explained:

"What I dislike most is when a book has a lot of 'filler' or a plot that keeps going in circles in the middle, making the story feel stagnant and boring even though it started off well." (Interview, Motivation Q1)

"Stagnant and boring." That is what they hate. Books that start well but go nowhere. They want engaging content.

Dual Impact of Gadgets

Phones distract. But they also help. One student said:

"Yes, gadgets have a significant impact on my reading habits, but it's a double-edged sword. On the one hand, they can be a major distraction. On the other hand, my smartphone actually makes reading more flexible and accessible. I use it to read on various apps, like Webtoons or e-book platforms, which allows me to read anywhere and at any time. In a way, it has modernized my reading habits and introduced me to new digital formats of storytelling." (Interview, Motivation Q4)

"Double-edged sword." Perfect description. Observations confirmed students use phones for learning. But they also slip into entertainment.

Peer Influence

Friends shape reading habits. One FGD participant said:

"Peer influence is incredibly powerful and works both ways. When I'm surrounded by friends who are avid readers, their enthusiasm is contagious. They often recommend good books, share interesting stories, and create a positive environment that makes reading feel like a cool and enjoyable activity. Conversely, if my social circle is less interested in reading, it's easier to slip into that same mindset and lose motivation. Essentially, friends act as a social compass; their habits, whether good or bad, heavily steer my own reading behaviors." (FGD Q2)

"Social compass." Friends guide behavior. Observations backed this up. Students read together during breaks. Reading became social. That is powerful.

Access to Reading Materials

Students have enough materials. One student said:

"Absolutely. I have sufficient access to various reading materials. My main sources are the school library, which is continuously being improved, and my smartphone. Through my phone, I can access a wide range of digital content, including webtoons, articles, and e-books, which provides me with a diverse and instant selection of materials to read." (Interview, Motivation Q5)

"Sufficient access." Library keeps growing. Phones give instant access. Access is not the problem. Motivation is. Focus is.

Suggestions for Improving Reading Motivation

Students have ideas. One FGD participant said:

"To increase interest, we need to rethink and refresh our current strategies. Firstly, we could implement a 'Reading Corner' schedule in every classroom, making books easily accessible throughout the day. Beyond that, I suggest we dedicate more space for student autonomy. Students should be allowed to choose the books or genres they are genuinely interested in, rather than being assigned specific materials. Organizing more engaging and regular literacy events, like book talks or reading competitions with exciting prizes, could also inject more excitement into the culture. A key idea is to let students freely explore their preferred genres and formats." (FGD Q4)

More choice. More events. More autonomy. Another participant added:

"Motivation can be boosted by creating a supportive and less coercive environment. First, we should use inspirational campaigns, like a 'Million Pages, Thousand Experiences' challenge, to frame reading as an adventure rather than a chore. We need to actively encourage students to find books with new writing styles and vocabulary that are relevant to them. To make reading more appealing, we should allow students to choose their own reading materials based on their interests. Ultimately, the goal is to develop a school-wide culture that not only teaches reading but also fosters a love for it, helping students see it as a tool for self-development and character building rather than just a requirement." (FGD Q5)

"Adventure rather than a chore." That is the mindset shift needed.

Summary of Findings

Students read fairly well. School programs help. They read 10-15 minutes per session. Printed and digital materials both get attention. Curiosity drives them. Schools, libraries, and teachers support reading culture. But challenges exist. Phones distract. Social media pulls attention. Some students feel lazy or sleepy. Phones also enable reading. Access is not the problem. Motivation and focus are. Students want more choice and autonomy.

Discussion

This section discusses findings in relation to theories and previous studies.

Reading Habits and Perceptions of Reading's Importance

Students do not read on their own. They need structure. School programs provide that. They read during scheduled sessions. They also read at home sometimes. But it is less consistent there. Reading habits are shaped by school support and personal interest. Not just obligation. This matches Yusof (2021). Reading habits today are not just about personal motivation. Schools matter. Technology matters. Access matters. Aid et al. (2023) found the same. Students who read

regularly do better in school. Our findings back that up. Students joined literacy sessions regularly. School support kept them going.

Students know reading is important. For grades. For life. They want to learn. They want to grow. This shows intrinsic motivation. Not just external pressure.

Barber and Klauda (2020) said reading motivation predicts achievement. Motivated readers engage more deeply. Deci and Ryan's Self-Determination Theory (1985) explains this. Intrinsic motivation comes from autonomy, competence, and meaningful engagement. Our students showed this. They read voluntarily. They chose materials that interested them. They kept reading outside school.

Students also care about writing style. Modern language. Relatable topics. Gen Z voices. Shin et al. (2019) said curiosity drives learning. People invest more effort in things that interest them. Hu et al. (2023) found that reading preferences affect performance. Our findings support this. Students wanted contemporary materials. Schools should update their collections.

The "Komunitas Lentera Pena" program matters. Students said it kept them reading. Even when they did not feel like it. Observations confirmed this. Consistency. Teacher involvement. Library facilities. All worked together. Delgadova (2015) said reading literacy grows with systematic support. Schools need continuous activities. Accessible resources. Positive environments. Prawoto et al. (2024) agreed. Demographics alone do not explain reading habits. Institutional factors matter. Ah Kang et al. (2003) found that good libraries encourage reading lifestyles. Our findings match this. Students had access to printed and digital materials.

Challenges and Barriers in Developing Consistent Reading Habits

Phones are the biggest problem. Students lose focus. Notifications. Social media. All competing for attention. Gezgin et al. (2023) found a strong link between phone addiction and poor reading habits. Too much phone use reduces reading frequency. It reduces concentration. Pardede et al. (2023) saw this too. Indonesian students develop digital reading habits. They prefer short online texts. Longer academic reading suffers.

Our students said the same. TikTok. Instagram. Short-form content. Attention spans are shrinking. They know reading is good for them. But phones are easier.

Internal barriers also matter. Laziness. Sleepiness. Boredom. Students get tired. They lose interest. Especially when materials are boring.

Grund and Fries (2018) explained this. Procrastination happens when people choose immediate satisfaction over long-term effort. Weer-Kramer (2023) agreed. Motivation depends on expected enjoyment. When reading feels boring, students choose something else. Shin et al. (2019) said curiosity drives learning. Engaging materials keep students going.

Phones have a dual role. They distract. But they also enable reading. Students use them for webtoons, e-books, online articles. This matches Schwabe et al. (2023). Modern readers combine printed and digital formats. They adapt to what is available. Kuhn et al. (2023) said digital reading expands access. Technology can be a tool. Not just a distraction.

Peer influence is powerful. Friends who read encourage others. Samsuddin et al. (2019) found that reading attitudes are shaped by social interaction. People adopt behaviors valued by their peers. Adeyeye and Dasoo (2023) said social capital supports academic achievement. Our students agreed. Friends act as a "social compass." They guide behavior. Schools should use this. Book clubs. Group discussions. Make reading social.

Access is not the problem. Students have enough materials. But access alone does not guarantee reading. Motivation matters more. Concentration matters more. Consistency matters more.

Prawoto et al. (2024) said institutional support influences reading habits. But access alone is not enough. Liu et al. (2022) agreed. Reading literacy depends on multiple factors. Motivation. Learning environment. Support systems. Pilotti et al. (2023) found that consistent reading habits predict academic success. Not just access to materials.

Schools need to focus on motivation. On engagement. On sustained reading practices. Combine facilities with strategies. Build a reading culture.

What This All Means

Students read. But they need support. School programs help. Structure matters. Consistency matters. Motivation matters too. Intrinsic drive keeps them going. Curiosity. The desire to learn.

But distractions are everywhere. Phones are the biggest challenge. Internal barriers do not help. Schools can do more. Give students choice. Let them pick what they read. Make reading social. Create events. Make reading exciting. Not a chore. Students have ideas. They want autonomy. They want engaging materials. They want a reading culture that feels like an adventure. The school has a good start. "Komunitas Lentera Pena" works. Library improvements help. Teacher support matters. Keep going. Add more. Give students voice. Let them choose. That is how you build lifelong readers.

CONCLUSION

Based on the findings, two main conclusions stand out. First, students read because of school programs. They read about ten to fifteen minutes each session. At home, it is different. They read less. It depends on their mood. Or if a book catches their eye. They like fiction and non-fiction. They know reading helps their grades. It helps them grow too. Curiosity drives them. They want to learn new things. The "Komunitas Lentera Pena" program makes a difference. So do better libraries. Reading corners help. Teachers guide them. All these pieces fit together. They keep students reading.

Second, challenges exist. Phones are everywhere. Students lose focus. Notifications pop up. Social media is tempting. Internal problems also get in the way. Feeling lazy. Feeling sleepy. No motivation. Friends matter too. If friends read, students read. If friends do not read, students might not either. But access is not the problem. The library has books. Phones give digital content. The real issue is motivation and focus.

Here is what this means for different people.Students should take control. Set reading times. Turn off phone alerts. Pick books they actually like. Join reading groups if possible. Teachers need to provide good materials. Let students choose. Make reading feel good, not forced. Show that they read too.Schools should keep literacy programs going. Make libraries better. Create spaces without phones. Use peer influence through book clubs and fun events.Policymakers should put money into libraries. Support literacy efforts. Teach digital skills. Train teachers well. For researchers next time: use more schools. Mix different methods. Study digital reading more. Look at parents and home life.

Reading habits do not just happen. They take time. They need support from schools, teachers, and friends. Phones and internal barriers make it hard. But with structure and choice, reading habits can grow. When they grow, students do better. Simple as that.

REFERENCES

Adeyeye, G. M., & Dasoo, N. (2023). Social capital and its impact in promote academic achievement. PONTE International Journal of Scientific Research, 79(4). doi.org/10.21506

Ah Kang, K., Wirtz, J., & Jung, K. (2003). Library visitor segmentation in Singapore: A learning and reading lifestyle. Library Management, 24(1/2), 20–33. doi.org/10.1108/01435120310454485

Aid, N., Aslam, S., Alghamdi, A. A., & Kumar, T. (2023). The relationship between reading habits, study skills, and students' academic achievement in English in high school level. Frontiers in Psychology, 14. https://doi.org/10.3389/fpsyg.2023.1020269

Aldridge, D. (2019). Reading, engagement, and higher education. Higher Education Research & Development, 38(1), 38–50. https://doi.org/10.1080/07294360.2018.1534804

Barber, A. T., & Klauda, S. L. (2020). How reading motivation and engagement enable reading achievement: Policy implications. Policy Insights from the Behavioral and Brain Sciences, 7(1), 27–34. https://doi.org/10.1177/2372732219893385

Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. Plenum Press.

Delgadova, E. (2015). Reading literacy is one of the most significant academic competencies for students. Procedia - Social and Behavioral Sciences, 178, 48–53.

Gezgin, D. M., Guruz, F., & Baruroglu, Y. (2023). Uninterrupted reading, no more or less: The relationship between high school students' risk of smartphone addiction and their reading habits. Technology, Knowledge, and Learning, 28(3), 1095–1111. https://doi.org/10.1007/s10758-021-09570-x

Grund, A., & Fries, S. (2018). Understanding procrastination: A motivational approach. Personality and Individual Differences, 121, 120–130. doi.org/10.1016

Guthrie, J. T., & Wigfield, A. (2000). Engagement and motivation in reading. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), Handbook of reading research (Vol. 3, pp. 403–422). Lawrence Erlbaum Associates.

Hu, J., Yan, G., Wen, X., & Wang, Y. (2023). Gender differences in reading media, timing, and text type: Patterns of students' reading habits and relationship to reading performance. Reading and Writing. https://doi.org/10.1007/s11145-023-10446-y

Kuhn, A., Schneider, A. S., & Schwabe, A. (2023). Digital reading and gender inequality in higher education. Higher Education Research & Development, 42(1), 141–155. https://doi.org/10.1080/07294360.2021.2019201

Liu, H., Chen, X., & Liu, X. (2022). Factors influencing the reading literacy of high school students: Analysis based on XGBoost and SHAP methods. Frontiers in Psychology, 13. https://doi.org/10.3389/fpsyg.2022.948612

Maharani, A., Sualang, J. Y., Pramono, P. I., & Kartim, W. L. (2022). Before enterprise transformation resiliency: The case of digital capabilities, employee engagement, and employee productivity. Proceedings of the International Conference on Industrial Engineering and Operations Management, 1–11. https://doi.org/10.46254/AF03.20220255

Mežek, Š., Pecorari, D., & Shaw, P. (2022). The role of teacher support and reading materials in fostering reading habits. Journal of Literacy Research, 54(2), 145–167.

OECD. (2023). PISA 2022 results: The state of learning and equity in education. OECD Publishing.

Pardede, P., Rafli, Z., & Iskandar, I. (2023). Digital reading habits of EFL Indonesian students. Journal of English Language Education and Teaching, 7(3), 459–479. doi.org/10.33369

Pilotti, M., El Alaoui, K., Khan, R., & Abdelsalam, H. (2023). "Do I need to read to do well?": A post-pandemic case study of reading habits and academic achievement of STEM and non-STEM students. Discover Education, 2(1), 34. https://doi.org/10.1007/s44217-023-00059-6

Prawoto, T. T., Marwiyah, Zain, L., Martias, L. D., Riani, N., Farhanah, N., & Sitthiworachart, J. (2024). The influence of demographic factors on reading habits: A study on Indonesian secondary school students. Journal of Librarianship and Information Science. https://doi.org/10.1177/09610006241239078

Samsuddin, S. F., Mohamed Shaffril, H. A., Bolong, J., & Mohamed, N. A. (2019). Understanding reading habits and attitudes among rural communities in low-income neighbourhoods literacy level in Malaysia. Library Management, 41(1), 39–52. https://doi.org/10.1108/LM-06-2019-0037

Schwabe, A., Kosch, L., Boomgaarden, H. G., & Stocker, G. (2023). Book readers in the digital age: Reading practices and media technology. Media and Communication, 11(3), 367–390. https://doi.org/10.17645/mac.v11i3.6780

Shin, D. J., Lee, H. J., Lee, G., & Kim, S. I. (2019). The role of curiosity and interest in learning and motivation. In The Cambridge handbook of motivation and learning (pp. 443–464). Cambridge University Press. https://doi.org/10.1017/9781316823279.020

Weer-Kramer, J. (2023). Motivation. In Organizational behavior (pp. 65–86). Springer International Publishing. https://doi.org/10.1007/978-3-031-31356-1_3

Yusof, D. A. (2021). Reading habits among students in the digital era. Journal of Academic Library Management (AcLiM), 1(1), 43–54. https://doi.org/10.24191/aclim.v1i1.5

Zajda, J. (2023). Motivation and academic achievement. In Globalisation and education reforms (pp. 45–62). Springer.

Zimmerman, B. J., Bandura, A., & Martinez-Pons, M. (1994). Self-motivation for academic attainment: The role of self-efficacy beliefs and personal goal setting. American Educational Research Journal, 29(3), 663–676.